REPORT RESUMES

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GUIDANCE UNITS FOR THE LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA.

DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

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DESCRIPTORS- *PROGRAM DEVELOPMENT, LEARNING LABORATORIES, *LEARNING ACTIVITIES, *CULTURALLY DISADVANTAGED, *BASIC SKILLS, SELF CONCEPT, CURRICULUM GUIDES,

THE PURPOSE OF THIS HANDBOOK IS TO PROVIDE GUIDANCE UNITS FOR THE LEARNING LABORATORY. THE 10 UNITS ARE STRUCTURED TO TEACH BASIC SKILLS TO CULTURALLY DISADVANTAGED STUDENTS. THE FOLLOWING AREAS ARE SUBJECTS FOR INSTRUCTIONAL UNITS OF STUDY--(1) EXPLORING THE SELF-CONCEPT, (2) ATTITUDES, (3) HOW TO STUDY, (4) HOW TO PASS EXAMINATIONS, (5) GROUP DYNAMICS, (6) BETTER DRESS EMPHASIS, (7) GROOMING, (8) PERSONALITY, (9) TABLE MANNERS, AND (10) STUDYING OCCUPATIONS. EACH UNIT BEGINS WITH A LIST OF OBJECTIVES AND A SUGGESTED OUTLINE OF CONTENT. INCLUDED ARE POSSIBLE TOPICS FOR DISCUSSION, UNIT ACTIVITIES, RELEVANT VOCABULARY WORDS, AND CORRELATED AUDIO-VISUAL MATERIALS. ALSO PRESENTED ARE VARIOUS INVENTORIES, CHECK LISTS, OPINIONNAIRES, QUIZZES, AND SUGGESTIONS FOR SUCH THINGS AS SUITABLE FILMS, CONSULTANTS, AND RESOURCE SPEAKERS. (PH)

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GUIDANCE UNITS FOR THE LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA

Developed by Project Curriculum Writers

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FEDERAL PROJECT NO. 437A

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EXPLORING THE SELF-CONCEPT

OBJECTIVES: EXPLORING THE SELF-CONCEPT

To develop methods of introspection which enable pupils to understand themselves in relation to the environment

To focus attention upon the institutions which help the pupil develop as a person

To develop self-confidence, self-reliance, and pride in the pupil as a person

To create interest in improving the strengths in each individual; to develop approaches to resolving common problems

To explore ways of strengthening personal weaknesses and allay fears through comparative analysis and example

To fuse the unit with other related units -- Orientation, Personality, etc.

WHAT IT MEANS TO BE A PERSON:

Nobody is self-confident all of the time. This is due, mainly, to misconceptions about ourselves as important beings in our society. To look at ourselves squarely—our appearance, speech, behavior, outward signs of character, inner selves and to realize that everybody has problems helps to give us strength and purpose. This understanding will lead us to seek possible methods of solving our most common problems. Time will erase some problems, but if a problem causes mental suffering and loss of sleep, school work and health will suffer.

The basis for becoming a person is having belief in yourself. To do this, you must find "what it means to be a person."

I. WHO AM I? -- WHERE AM I GOING?

Your personality is you--the sum total of all the things you are. It is a complex of your attitudes, beliefs, education, appearance, strengths, and weaknesses.

Fortunately, your personality can be improved. Here are six ways to do it:

Believe in yourself.
Come out of yourself.
Strengthen your character.
Broaden your interests.
Make others feel important.
Improve your appearance.

A. My Life -- Who Am I?

Let's take a look at ourselves.

1. Autobiography Outline

    a. My home and family life

    b. My early childhood

    c. My school life

    d. My most embarrassing moment

    e. My vocational goals

    f. Things I like to do

    g. The one thing I dislike

2. Personal Inventory

Name ____
Last First Middle (Nickname)

Home Address ______________________________ ________
Number and Street Telephone

Birthdate ________________ ______________________
Month Day Year City County State

I have ____ brothers and ____ sisters older than I.

I have ____ brothers and ____ sisters younger than I.

Since I was born, my family has lived in ____ different towns.

Father's occupation ________________________ Deceased ____
Year

Where employed? __________________________

Mother's occupation ________________________ Deceased ____
Year

Where employed? __________________________

I do not live with my parents; I live with ____________________
Name Relation

I have also lived with ________________________________
Name Relation

I am now in grade _____. My schedule this year is: __________

____

I expect to finish ________________________ school.

In general my grades are: Excellent _____ Above Average _____

Average _____ Below Average _____

My favorite subjects in school are: ______________________

The subjects I like least are: __________________________

After I graduate from junior high, I plan to attend __________

After high school, I hope to attend ______________________
Trade School/College/University

Get a job ____. I hope to work for ______________________

as a ____

After high school, I plan to be a housewife ____. I expect to hold a job, too ____.

I do not plan to work ____.

I prefer to work: Outdoors ____ Indoors ____ With people ____ With machines ____

I prefer clerical jobs ____.

My big ambition in life is to become a ______________________________
Occupation or Profession

and live in ______________________________
City and State

My favorite activities are:

____ Sports. I participate in ______________________________

____ Reading. My favorite authors are ______________________________

____ Clubs. I belong to ______________________________

____ Music. I play the ______________________________

I am a member of the Band ____ Chorus ____ Other ______

____ Handicrafts. I make ______________________________

____ Homemaking (cooking, sewing, etc.). I enjoy ____________________

____ Do-it-yourself projects. I make or repair ____________________

____ Dances. I go to dances about ____ times per month.

____ Others. These include ______________________________

My favorite hobbies are: ______________________________

I hold leadership positions in the following groups:

Group School Community

1. ____

2. ____

3. ____

List the three occupations or professions which appeal to you most, in the order of your preference:

First choice ______________________________

Second choice ______________________________

Third choice ______________________________

List all the places you have visited, outside of Dade County. ______

____

List any sightseeing you have done in Dade County. ______________

____

List any type job you have had, and indicate how you liked working on the job. ______________________________

3. What Can I Do?

Very Well	Fair	My Goal

4. What Are Your Personality Traits?

__Directions__: Below are listed desirable and undesirable personality qualities. Place a check (✓) before each quality that applies to your own personality. Double check (✓✓) those qualities that you need to modify. Underline those that you would like to acquire.

_____ Adaptability

_____ Alertness

_____ A sense of humor

_____ A tendency to brag

_____ Carelessness

_____ Cheerfulness

_____ Cleanliness

_____ Contrariness

_____ Cowardliness

_____ Deceitfulness

_____ Dependability

_____ Dishonesty

_____ Disloyalty

_____ Dreaminess

_____ Egotism

_____ Fidgetiness

_____ Forsightedness

_____ Friendliness

_____ Giddiness

_____ Inquisitiveness

_____ Integrity
_____ Intolerance
_____ Laziness
_____ Listlessness
_____ Meddlesomeness
_____ Modesty
_____ Neatness
_____ Nervousness
_____ Opinionated
_____ Optimism
_____ Patience
_____ Poise
_____ Politeness
_____ Procrastination
_____ Quarrelsomeness
_____ Resentfulness
_____ Rudeness
_____ Seclusiveness
_____ Sensitiveness
_____ Shyness
_____ Sincerity
_____ Snobbishness
_____ Sportsmanship
_____ Stubbornness
_____ Sulkiness
_____ Suspiciousness
_____ Sympathy
_____ Tactfulness
_____ Timidity
_____ Unreliableness
_____ Unselfishness
_____ Unsociableness
_____ Untidiness
_____ Untruthfulness

5. Personality Check List

	Never	Sometimes	Usually	Always
I force my opinions on others.	_____	_____	_____	_____
I hurt the feelings of others.	_____	_____	_____	_____
I get discouraged after being criticized by others.	_____	_____	_____	_____
I can overcome discouragement.	_____	_____	_____	_____
I control my temper.	_____	_____	_____	_____
I am interested in other people.	_____	_____	_____	_____
I make excuses for my mistakes.	_____	_____	_____	_____
I am tolerant of all people regardless of race or religion.	_____	_____	_____	_____

	Never	Sometimes	Usually	Always
I am tolerant of the opinions of others.	____	____	____	____
I can adjust to situations and be happy.	____	____	____	____
I consider the feelings of others.	____	____	____	____
I can accept responsibility and be trustworthy.	____	____	____	____
I complete everything I start to do.	____	____	____	____
I think of others in planning a party.	____	____	____	____
I stand up for what I think is right.	____	____	____	____
I can laugh at my own mistakes.	____	____	____	____
I talk about others degradingly.	____	____	____	____
I can control my emotions.	____	____	____	____
I enjoy being with people.	____	____	____	____
I am overly critical of others.	____	____	____	____

6. Opinionnaire for Group Discussion

A woman was asked by her daughter if she liked the new dress the daughter was wearing. The mother thought the dress did not fit well and the color was not flattering, but she told her daughter the dress looked fine.
If you were the mother, would you have said that?
Was is right or wrong to say what the mother said?
How serious?

A salesman used his car to make all his calls. He was stopped by a policeman who told him that he was speeding -- going 55 m.p.h. in a 35 m.p.h. zone. He offered the policeman $10 to let him go.
Would you have offered the policeman a bribe?
Is this wrong? How wrong is it?
Suppose the policeman suggested by his behavior that he expected to be bribed.
Can you think of any circumstance when the salesman might be right?

A young office clerk spotted a $50 bill on the boss's desk. If the money could be taken without anyone knowing, should the clerk have taken advantage of this?
Would you do this?
Suppose the boss was a rich, old grouch, would you take it if you were being paid a small salary?
If you gave the $50 to someone who needed it, would this be right or wrong?
Can you think of any circumstance when it might be right?

At a small high school, the principal worked hard to get each student into the college the student wished to attend. One boy had done poorly in his final year and the principal believed that his low grades would cause him to be rejected by the college the boy had chosen. He decided to raise the boy's grades so that he would be accepted by the college.
If you were the principal, would you have done this?
Can you think of any circumstance when you think this would be right?

Sally and Jane were in junior high school. Sally was taking an examination in mathematics in the afternoon. Jane had already taken the same examination in the morning. Sally asked Jane to tell her the questions on the examination.
If you were Sally, would you have asked for the questions?
If you were Jane, would you have given them to her?
Can you think of any circumstance when this action would be right?
Did you ever cheat in school?

React to the following statements:

- If grades were not considered so important in the schools young people would not cheat on their examinations.
- It doesn't matter what other people do; a man should be true to his own sense of right and wrong.
- There would be less juvenile delinquency nowadays:
  - if parents were able to buy the things their children want.
  - if parents were stricter with their children.
  - if parents had higher standards for their own behavior.
  - if parents were less old-fashioned in their ideas.
  - if parents treated their adolescent children as adults.
- If the whole society has low moral standards, it is all right for an individual to lower his own standards.

A student saw a reference book in the library which must be used in the library only and which would often be referred to for a special report. While the librarian's back was turned, the student put the book in a briefcase and walked out.
Would you have done that?

A bookkeeper working for the local city government saw a way in which he could alter the books and take $30 without its being noticed. He took the money.
Would you have altered the books?

Have you ever lied in order to spare the feelings of another?

Have you ever taken things that did not belong to you?

7. Do You Get Along Well with People?

Directions: Place an X before the twenty-eight suggestions that you think are important to getting along well with others. Be prepared to explain your reasons.

_____ Be a good sport.

_____ Learn to remember names and pronounce them correctly.

_____ Be an introvert.

_____ Act a little aloof and superior.

_____ Be shy and reticent.

_____ Have a sense of humor.

_____ Never make a mistake.

_____ Be able to stand ridicule and criticism.

_____ Be your real self.

_____ Be sincere in complimenting others.

_____ Attract attention by laughing and giggling.

_____ Be a "good mixer."

_____ Be broad-minded and democratic.

_____ Learn to converse well.

_____ Keep personal troubles to yourself.

_____ Avoid keeping other people waiting.

_____ Remember the interests, likes, and dislikes of others.

_____ Show respect for the other person's knowledge and opinion.

_____ Avoid unnecessary arguments and quarrels.

_____ Make others feel that they are appreciated.

_____ Avoid talking about others.

_____ Cultivate a friendly disposition toward everyone.

_____ Be reasonable and patient with others.

_____ Take criticism in the proper spirit.

_____ Make "A" grades.

_____ Be autocratic in your demands.

_____ Be egotistical and opinionated.

_____ Act hastily and impulsively.

_____ Lend money readily.

_____ Be a good listener.

_____ Avoid too much borrowing.

_____ Pay back what you borrow.

_____ Be careful how you repeat gossip and quote names.

_____ Refrain from giving unsolicited advice.

_____ Respect the other person's religion.

_____ Be sarcastic and suspicious.

_____ Learn to smile and be cheerful.

_____ Criticize when it is necessary and do it kindly.

_____ Use excessive flattery.

_____ Refrain from "double crossing."

_____ Dress neatly and suitably.

_____ Respect the rights and property of others.

_____ Be a "yes" person.

8. Problem Check List

__Directions__: Check the problems listed below which cause you greatest concern. At the end of the list, put down other problems which also cause you concern.

_____ Arguments at home

_____ Clothes

_____ Complexion

_____ Finding work

_____ Getting along with people

_____ Grooming

_____ Health

_____ How to study

_____ Interest in books

_____ Lack of freedom

_____ Making friends

_____ Manner

_____ Money

_____ Overweight

_____ Posture

_____ Putting things off

_____ Selfishness

_____ Shyness

_____ Speech

_____ Talking before groups

_____ Teeth

_____ Tests

_____ Too short

_____ Too tall

_____ Underweight

9. Habits That Handicap and Attitudes That Antagonize

__Directions__: If the statement is true, underline the word TRUE; if the statement is false, underline the word FALSE.

I talk too loud in public. TRUE FALSE

I make audible sounds while eating. TRUE FALSE

I use profanity. TRUE FALSE

I pick my nose. TRUE FALSE

I put my feet up on tables and seats. TRUE FALSE

I spit in public. TRUE FALSE

I sneeze and cough without covering my mouth. TRUE FALSE

I remain seated while talking to older people. TRUE FALSE

I rush through doors in public without considering others. TRUE FALSE

I am egotistical and conceited. TRUE FALSE

I am grouchy. TRUE FALSE

I believe my opinions are always best. TRUE FALSE

I am too temperamental. TRUE FALSE

I feel that I am inferior to most people. TRUE FALSE

I am narrow-minded and intolerant. TRUE FALSE

I am a habitual gossiper. TRUE FALSE

I have a habit of failing to do what I promise. TRUE FALSE

I am frequently sarcastic. TRUE FALSE

I am rude sometimes. TRUE FALSE

I talk too much. TRUE FALSE

I am dishonest sometimes in little ways. TRUE FALSE

I don't talk enough. TRUE FALSE

I always think of myself first. TRUE FALSE

I am usually lacking in tact. TRUE FALSE

I am a poor conversationalist. TRUE FALSE

I have no sense of humor. TRUE FALSE

I have no ambition in life. TRUE FALSE

I always put things off. TRUE FALSE

I am unwilling to assume responsibility for my mistakes. TRUE FALSE

I interrupt other people's conversations. TRUE FALSE

from How To Improve Your Personality
by Ray Newton

10. What Is a Good Student?

Directions: Place an X before the twelve characteristics that you think makes a good student.

_____ Grouchy

_____ Considerate of others

_____ Fickle and giddy

_____ Respects people and property

_____ Autocratic in his demands

_____ Hasty in his judgment

_____ Takes his work seriously

_____ Inattentive

_____ Honest

_____ Mentally alert

_____ Courteous and polite

_____ Ridicules his classmates

_____ Has confidence in himself

_____ Egotistical

_____ A good athlete

_____ Unselfish

_____ A good mixer

_____ Accepts responsibility

_____ Exercises initiative

_____ Abides by school regulations

_____ Sarcastic

_____ "Knows it all"

11. Why Is High School Important?

Directions: Place an X before the five sentences that you think state the best reasons why you should attend high school. Add other reasons to the list.

_____ It offers vocational guidance and training.

_____ It teaches one how to make a living.

_____ It prepares one for college.

_____ It gives one an opportunity to make a great many friends.

_____ It teaches one the proper use of leisure time.

_____ It trains one in good citizenship.

_____ It helps one to enjoy life more fully.

_____ It helps one to discover and know oneself.

_____ It increases one's opportunities for achieving success.

_____ It pleases one's parents.

_____ It enables one to become wealthy.

B. My Life -- Where Am I Going?

Are you growing socially? Emotionally? Do you face problems squarely, think ahead, and take circumstances and other people into consideration when you make decisions? You are not unique, if you do not! The teenage world can be full of fears, uncertainties, and feelings of inferiority. The adult world is that way, too!

A survey of 30,000 young people revealed that "two out of five teenagers fear they will fail in life. One out of four did not know his true interests. About 40% are still searching for something to believe in."*

*Trends, Senate Document Number 106, 1966.

1. Everybody Has Problems

   In handling problems, there are five steps to follow:

   a. Identify the problem.

   b. List roadblocks to solving the problem.

   c. Gather data on the problem.

   d. List several possible solutions.
      (after you have had conferences with those you trust)

   e. Select what you consider the best solution.

2. Develop Self-Confidence and Self-Reliance

   a. Face the facts about yourself.

   b. Make the most of yourself--interests, natural talents, etc.

   c. Practice self-control--clean living, good manners, right attitudes, etc.

   d. Face life with courage--there is someone who would like to be you.

3. Develop a Philosophy -- A Code To Live By

   a. Use the "four-way test":

      (1) Is it the truth?

      (2) Is it fair to all concerned?

      (3) Will it build good will and better friendships?

      (4) Will it be beneficial to all concerned?

b. Think through your own standards—make them realistic. Be honest with yourself! Be practical!

c. Remember, whatever you do, you need friends and group approval.

4. Understand the Institutions That Help Develop Your Future

a. Living begins at home

(1) Do you understand your parents or guardians?

(2) Do you seek counsel from parents or neighbors?

(3) Do you know what freedom means? Discipline?

(4) Do you participate as a "team" member in your home?

(5) Do you honor your parents or guardians?

b. School—"your home of academic preparation" for a successful career or job

(1) Are you taking courses to develop your best self?

(2) Are you learning, studying as you should?

(3) Do you have the right attitude?

c. Community

This is the arena in which your worth as a person will be tested—socially, emotionally, economically, and intellectually.

(1) Do you know what job you want in life?

(2) Do you know your capabilities?

(3) Do you perform all tasks well?

II. PROBLEMS FACING TEENAGERS

There are many problems facing teenagers in the home, school, and community.

Among outstanding problems of teenagers are the following:

Arguments at home

How to study

Maintaining good health

Getting along with peers

Proper grooming

An after-school job

How many other problems can you add to this list?

A. Questions To Ponder

1. Do you get along well with your parents and other adults?
2. Do you find something interesting in most of your classes?
3. Do you feel that you have nothing to offer, that you are nobody, that no one can help you?
4. Do you find that your teachers usually seem satisfied with what you do?
5. Do you practice courtesy, modesty, and good manners at all times?
6. Do you find it easy to talk with and get along with the opposite sex?
7. Do you take suggestions regarding your personal improvements?
8. Do you take every opportunity to meet strangers and make new friends?
9. Do you consider the other person's feelings and wishes?
10. Do you take a realistic view of your good and bad points?
11. Do you make a real effort to read widely and learn new things?
12. Do you practice the golden rule in your relations with others?
13. Do you make a practice of being clean and well-groomed?
14. Do you try to set an example for others in everything you do?
15. Do you try to be an outgoing, friendly person toward both sexes?

B. A Life Like Mine

No matter how insignificant, inferior, insecure you may feel, there is always someone who would rather be you. You can always find someone who is worse off than yourself.

There is someone who has lived a life almost parallel to your own.

Can you find someone like that in the school library books?

For example: His record was viewed by twelve members of an admissions team for a New England school.

After considering his scholastic record, the comments of teachers (headmasters) and others in authority, the admissions committee refused to accept the record, and admit the potential student. Of course, this was just an effort to point out that records are not always the most important consideration; the true name of the person to whom the record belonged was not used.
(It was Winston Churchill.)

III. GROUP DISCUSSIONS

A. Can you boss yourself?

Read the poem, Invictus, and describe the meaning of the phrase, "I am the master of my fate: I am the captain of my soul."

B. Why is a gossip the most dangerous creature in existence?

C. Are you someone you like to be? Why? Why not?

D. Describe the person you would select as an ideal -- one with whom you would like to exchange places. Tell why.

E. What solutions would you suggest for the following acts:

1. Each time the teacher calls on Ruth she says, "I don't know."
2. Margie and Joyce talk during assembly period.
3. John refused to escort his little sister to school by a dangerous crossing.
4. Sara laughed when she saw how poorly Mary danced.
5. Henry called the girls on the telephone asking, "Guess who?"
6. To lose weight, Eula ate hardly anything for a week.
7. John does not make friends because he is unable to dress like they do.
8. Richard never meets the parents of the girl he wants to date.

F. Describe how you feel about this statement, "I was born an American; I will live an American; I shall die an American."

G. Explain the statement, "The only thing we have to fear is fear itself."

H. Tell how you can comply with the direction of the late President John F. Kennedy, "Ask not what your country can do for you. Ask what you can do for your country."

IV. SPECIAL ACTIVITIES

A. Complete the following:

   1. Autiobiography Outline
   2. Personal Inventory
   3. What Are Your Personality Traits?
   4. Personality Check List
   5. Opinionnaire for Group Discussion
   6. Do You Get Along Well with People?
   7. Problem Check List
   8. Habits That Handicap and Attitudes That Antagonize
   9. What Is a Good Student?
   10. Why Is High School Important?

B. Draw the self-confidence chart and list things you can do under:

What I Can Do -- Very Well; Fair

Indicate what your goal (s) will be for the future.

C. Draw a problem chart -- expand suggested list.

D. Make a list of problems you would like to discuss -- in order of preference.

E. Complete the poem, "I have to live with myself and so..."

Plan to include your own creative material.

F. Make a list of poems, adages, etc., that emphasize the importance of the person (individual).

G. Visit the library and look up the life of at least three citizens of the United States who are Negroes. Write a brief description of their lives; tell why you selected those particular individuals.

H. Find the life story of one outstanding individual that is similar to your own. Write a brief description explaining how the individual solved problems he or she faced.

I. Prepare a profile of yourself.

   1. A picture

    2. A short autobiography
    3. Samples of your best work
    4. Examples of your hobby
    5. Illustrations of your chosen job or career
    6. Philosophy -- code of life
    7. A biography of a person you would like to be
    8. A list of opportunities facing you -- school, church, community

J. Prepare a short talk: "Maturity plus responsibility equals freedom."

VOCABULARY

acceptance
alternative
analysis
assumption
attainment
attitude
authority
autobiography
character
code
compare
concept
courage
culture
dependent
different
discipline
ego
emotion
environment
experience
extrovert
freedom
frustration
goal
guardian
habits
heritage
ideal
identity
inferiority
interaction
introvert
inventory
motive
objective
opportunity
parent
peer
personal
personality
potential
prejudice
privilege
recipient
reliant
responsibility
scapegoating
self
sensitivity
sibling
significant
stereotype
subjective
sufficient
value
variable
welfare

FILMS

A Better Tomorrow

Big Man on Campus

Developing Your Character

Family Life (around the world)

Family of Ghana

Getting Along with Parents

The Griper

Habit Patterns

Improve Your Personality

My Brother

Other Fellow's Feelings

Parents Are People Too

Planning for Success

Quarterback

Responsibility

Understanding Others

What About Prejudice?

When I'm Old Enough - Goodbye!

Who Should Decide?

You and Your Parents

Your Family

Your Health at Home

FILMSTRIPS

Anxiety

Are You an Interesting Person?

Belonging to the Group

Courage

Do You Win Arguments and Lose Friends?

Enriching Your Life: Appreciate/Create

Focus on the Individual

Getting Along with Brothers and Sisters

Getting Along with Your Family

Getting the Most Out of Your Day

Helping at Home

Honor Thy Father and Thy Mother

If It Isn't Yours

Interests Pay Off

Learning To Understand Your Parents

Living with Brothers and Sisters

Making Friends Is Easy

No One Will Know the Difference

Popularity Comes To You

Putting Your Aptitudes To Work

So You Are Not Just Like Everybody Else

So You Want to Make a Good Impression

Status Seeking

Teenage Allowances

What About Dates?

The World Today - Part I

The World Tomorrow - Part II

Yes, Politeness Is for You

Your Boss Is Proud of You

Your Life of Work

Yours for the Best

RESOURCE SPEAKERS OR CONSULTANTS

A junior high or senior high school drop out

A cosmetologist or beautician -- fashionable, youthful

An officer of the juvenile court

A visiting teacher

Youth who are working successfully on an after high school job

ATTITUDES

OBJECTIVES: ATTITUDES

To study common attitudes and evaluate their contribution to a positive outlook

To enrich present attitude patterns and help to establish an interest in personal improvement

To stimulate interest in personality as it contributes to vocational choice and job success

To study egocentric patterns of behavior

To study the characteristics of altruistic behavior

To evaluate case studies in light of positive attitude patterns

To enrich the vocabulary of the students through the study of attitudes

To stimulate interest in attitude improvement through group activities

I. PERSONAL OUTLOOK

The life of an individual is molded by his outlook and attitude toward his existence and the activities of others. One does not often consider the important role attitude plays in the life of an individual.

A. There are various characteristic attitudes observed daily in the interaction of people in society. The attitudes of people reflect their inner feelings and thoughts to others. One's disposition is on display through the daily exposure of attitudes.

    1. Some individuals display a positive attitude in their daily interpersonal relations with others. Positive people are looking for the good in others. Life is pleasant for positive individuals.

    2. A negative attitude is detected in individuals that harbor the unpleasant experiences of life. The negative person readily sees what is wrong with a situation, and easily criticizes others.

    3. The optimist is an individual who believes the good in life overbalances the pain and evil. The optimist accepts life as pleasant, and has a natural inclination toward a cheerful attitude.

    4. As opposed to the optimist, the pessimist thinks the evils of life overbalance the good. In considering an event, the pessimist has a tendency to take the least hopeful view.

B. There are certain factors that are directly related to attitude.

    1. The attitudes of an individual project an image to society. The social acceptance of a person is directly influenced by his personal image.

    2. In considering adjustment to society, one should realize the important contribution of attitudes.

    3. One's entire outlook on life is expressed in his personal attitudes. A constructive set of attitudes enables the individual to view the world clearly. However, poor attitudes distort and warp the life outlook.

C. Everyone should strive for certain attitude goals in life.

    1. Integration of attitudes is achieved when all the separate attitudes are united into one, near-perfect whole. The person that achieves integration of attitudes has a smooth, unified disposition. The individual that has not achieved this integration has attitudes that do not fit into a definite whole pattern.

    2. Balance of attitudes is another desired goal of an individual. Attitudes should be in proper proportion.

II. THE EGOCENTRIC

The egocentric is an individual who is excessively interested in himself. Selfishness, jealousy, and a self-centered attitude may be found in the egocentric person.

A. An egocentric individual is basically a negative person. Many egocentrics are motivated by one or more predominant characteristics.

   1. Self-pity is a common attitude that can be detected in individuals. This person is completely concerned with his personal troubles and heartaches. Self-pity breeds and grows when one thinks life has dealt him an unjust blow. The people plagued with this attitude sickness spend their lives telling others of their troubles and poor conditions. They expect others to pity them and appreciate their terrible circumstances.

   2. The taker is a person who feels the world should bring riches to his door. He is always anticipating a gift from others but rarely thinks of assisting other people. The taker is a professional receiver interested only in what he can get for himself. The taker is never satisfied and does not appreciate what he has in life. The taker is selfish and does not enjoy sharing with others. In the desire to receive as much as possible from people, the taker is extremely jealous of the success of others.

   3. Some individuals have a strong sense of self-importance. This type of person considers self-glorification more important than the task to be accomplished. The self-important man is concerned with recognition above all other considerations. This individual strives to be associated with important and influential people to feed his desire for importance. Usually, the self-important person is not genuine in his associations with others.

   4. Others are continually getting their feelings hurt over minute circumstances of life. This type of individual goes about daily with a highly sensitive attitude. Minute situations upset them easily. Their imaginations read into expressions and comments things that do not exist. The hurt feelings people are easily depressed and insulted. Happiness is not a part of their daily lives.

   5. Some egocentric people feel that everyone is against them. They are convinced people do not like them and are plotting to destroy or wreck their future. This egocentric has trouble at home, at school, and in life because he has accepted others as being basically corrupt and harmful.

   6. The jealous person is highly envious of the material possessions of others and their achievements. This person is very unhappy with himself and with others. Considering the jealous person,

most authorities agree this individual is very destructive and a threat to a social group. The passion of jealousy leads individuals to actions highly unacceptable in society. The jealous person usually takes the path of ridicule and scorns the accomplishments and shortcomings of others. This action is taken by the jealous person in an attempt to elevate himself by destroying the image of others.

7. Suspiciousness is a characteristic of many egocentrics. The suspicious person has a very serious problem, probably the most serious problem of all egocentrics. This individual is distrustful of everyone and observes daily situations more closely than others. He picks up the slightest deviation from normal circumstances and suspects immediately that something is wrong. The suspicious person is so concerned with himself that he suspects others are working against him behind his back. Suspiciousness is usually accompanied by a temper or strong emotion.

8. The conceited egocentric is a familiar individual. The conceited person is convinced his talents are the most outstanding in the community. So convinced is he of his greatness, his attitude toward other people is characterized by superiority. The conceited person has little time for average people and often fails to speak to them. He feels he is better than most people and the conceited person prefers to ignore average people. The conceited individual also enjoys telling others of his superiority. He boasts at great length of his accomplishments and will spend much time talking about himself. He isn't interested in hearing about others, however.

9. The arrogant person claims more consideration than is justly due and disregards the feelings of others. Being a truly self-centered individual, the arrogant person totally fills his life with himself. He is contemptuous, critical of others, and generally uncooperative in a group. The arrogant individual thinks his ideas are the best and imposes these ideas on others in an offensive manner.

10. Some egocentrics have a couldn't care less attitude toward the social group. They have little time for others and are completely unsympathetic toward people. They are concerned only with themselves and completely ignore others.

11. The gossiper is another egocentric who is classified as corrupt and potentially dangerous to others. This person is bent on destroying people by verbally stabbing them behind their backs. The gossiper is an idle talker who spreads derogatory information to others. At first, the gossiper is highly successful influencing others to reject members of a society or group. However, the truth comes to light after a period of time and the gossiper is exposed to all. Unlike some egocentrics, the gossiper is a personal threat to a group. This person hopes to elevate his status by destroying the image of others.

B. The egocentric is usually an unsuccessful person. At first, he appears to make tremendous strides within a group or community. People are influenced by the cryptical remarks and criticisms of the egocentric. However, a steady diet of the egocentric soon exposes his true characteristics.

III. THE ALTRUIST

The altruist is a person who is genuinely interested in the welfare of others. He has no personal interest or selfish desire in helping others to achieve success and happiness.

A. An altruist is a positive person, a contributor, and an asset to a community. The altruist is a builder of mankind.

   1. The altruist is usually a cheerful and humble person. These characteristics contribute to the total success of an individual but this success does not change the disposition of a true altruist. He remains humble in his attitude and rises to the role of leadership as a result of his attitude.

   2. The altruist has a sense of respect and dignity. He has learned the meaning of self-respect and respect for others. The altruist values the personal dignity of all men regardless of financial status or social greatness. He believes each human life is worthy of high respect and regard.

   3. Above all, the altruist is a giver. In his desire to help others and strengthen his friends and relatives, the altruist is abundantly repaid for his benevolence through happiness and often material gain.

   4. The altruist has courage of conviction and holds to a set of ethical principles that guide his life. He is not a person to engage in activities detrimental to others. The altruist is a person that has completely matured.

   5. Modesty is another characteristic of the altruist. The altruist is not one to glorify in past accomplishments but looks to the future for the new challenge. The altruist can genuinely find pleasure in the success of others without feeling the pangs of jealousy.

   6. Thankfulness and gratitude are two traits found as an integral part of the altruist attitude structure. He has learned to enjoy the minor rewards of daily life and to appreciate the world as a healthy environment. He receives gifts with deep appreciation and thankfulness.

B. The altruist is a successful person. He finds joy in living each day to its fullest and the altruist appreciates the successes of others as well as his own personal success. The altruist is a respected individual.

IV. ATTITUDES WITHIN THE GROUP

People display various attitudes within a group. Some are highly successful in getting along with others but some find difficulty in being accepted by the group.

A. There are definite characteristics that can be seen in individuals that are disliked by others.

   1. One should never carry idle tales to the group leader if he expects to be accepted by other members. This type of individual will talk in a derogatory manner to some people but will tell the group leadership, in confidence, the statements of others. This person does not usually get along well within the group.

   2. A person should not be strongly opinionated toward a subject to the point of offending others. Strong convictions are desirable but no one has the right to force or impose their opinions on others.

   3. One should not attempt to dominate conversations or manipulate people.

   4. One should not enter a group without speaking to everyone.

   5. One should not take himself so seriously as to overlook the happiness of a situation.

   6. Disloyalty and extreme criticism leads to group failure.

B. Some people possess characteristics which lead to a successful working relationship within a group.

   1. Friendliness is the first key to success in working with others. One should smile and maintain a pleasant disposition regardless of the attitude of others.

   2. One should help others whenever possible to achieve success. By helping others, the individual realizes success himself.

   3. A person should hold himself above the critical struggle within a group. Individuals that participate in destructive criticism of others destroy themselves.

   4. Rather than criticize, one should strive to help the group achieve its goals by working to overcome difficulties. Everyone can speculate on how something should have been done but few are willing to do their full share to achieve the objective. Critics are common but true workers are rare.

   5. One should be conscious of the importance of listening carefully to the opinions and comments of others. Many people are adept at expressing their opinions but few know the true meaning of listening to others.

   6. Finally, one should respect all members of the group regardless of social standing or ability. The effective group member recognizes the dignity and worth of every human being.

V. ATTITUDE MATURITY

To reach successful adulthood, one should attain a set of mature attitudes. Webster defines maturity as the process of full development. The maturation of one's attitude would be the full development of a constructive attitude pattern. There are several factors found in the mature attitude of an individual.

A. One should develop an active, thinking mind. An individual should develop the ability to think things through to a logical conclusion.

B. One should achieve self-understanding through maturity. A person should know himself and understand his strengths and weaknesses. It is only through understanding that one can achieve improvement.

C. Attitude maturity requires an individual to look beyond the present and weigh situations in the over-all view. One should not be impulsive and fall into situations that appear enjoyable for the present but harmful in the future. The mature person plans activities and goals in life that will prove stimulating and rewarding in the future.

D. A great need for self-direction exists in this nation. Self-direction enables an individual to chart his own course and make decisions for himself. Self-direction infers a positive independence of a mature person.

E. Considering attitude maturity, an individual should be able to face the realities of life. Men and women should be able to cope with the daily life situations that appear to be a struggle at times.

F. Probably one of the most challenging standards of maturity is the ability to accept responsibility. Dependability is a trait that is shared by all truly mature men and women in our society.

G. Social skills and graces are certainly an integral part of a developed attitude structure. The ability to talk, to study, and to discuss with other people mutual interests and experiences is a vital skill.

H. To be completely grown up, one should have interest beyond himself. He should be genuinely interested in the welfare of others and be consciously aware of their interests and needs. A self-centered individual has failed to reach complete maturation.

SUGGESTED ACTIVITIES

Activity A. Nathaniel Hawthorne wrote a short story entitled, The Great Stone Face. The story has a great deal to offer in examining the importance of attitude.

In a New England community, a great cliff rose above a small village. The stone-sided mountain was in the shape of a huge face. The people of the village would stand in the distance and observe the jagged, rock structure. The various boulders and rock formations rendered a true representation of a man's face.

A story circulated throughout the village describing the stone face as a representation of an outstanding person that was born in the village. One young man grew up in the village fascinated by the wonderful structure of nature. In the evening, as the sun dipped below the mountainside, he would sit under a large tree and stare at "The Great Stone Face." His greatest desire was to find the man that resembled the stone face.

As time passed, the man became a leading figure in the community and continued his search for the personage of "The Great Stone Face." Word spread through the community that a great general was returning to his birthplace in the village. Everyone was sure this man was the legendary figure and gathered to see his face. Soon the community recognized his face did not resemble the countenance on the cliff.

Months passed and word came that a leading merchant was returning to his home in the village. Once again the villagers were disappointed to find this great, wealthy man was not the stone face.

As the years rolled by, the search continued for the great man. Years later, a great statesman known throughout the world sent word he was returning to his village home. The hamlet hummed with activity as preparations were made to receive the great man. The man who marveled at "The Great Stone Face" for years anticipated his arrival with great expectation. However, the crowd noticed immediately the statesman was not the one, but a murmur spread throughout the audience. It was recognized that the one who had looked patiently for the stone face was the man himself. The good man that lived in the village for years, the elderly gentleman, was "The Great Stone Face."

1. What does this tell you about the attitudes of people?
2. What makes a person outstanding or great?
3. Is money an indication of a man's ability or his goodness?
4. Was the man described as the personage of "The Great Stone Face" an egocentric or an altruistic person?

Activity B. React to the following quotations. You may agree with some and you might find others objectionable.

1. "The empty pot makes the loudest sound."
William Shakespeare

2. "Cowards die many times before their death."
William Shakespeare

3. "Many men have been capable of doing a wise thing, more a cunning thing, but few a generous thing."
Alexander Pope

4. "Be not the first by whom the new is tried
Nor yet the last to lay the old aside."
Alexander Pope

5. "We hold these truths to be self-evident, that all men are created equal."
Thomas Jefferson

6. "With will one can do anything."
Samuel Smiles

7. "Above all things, keep clean. It is not necessary to be a pig to raise one."
Robert Green Ingersoll

8. "The greatest test of courage on earth is to bear defeat without losing heart."
Robert Green Ingersoll

9. "They fail and they alone, who have not striven."
Thomas Bailey Aldrich

10. "My road shall be the road I made; all that I gave shall be repaid."
John Masefield

11. "Beggars should be no choosers."
John Heywood

12. "That man may last, but never lives,
Who much receives, but nothing gives."
Thomas Gibbons

13. "Discontent is the first step in the progress of man or a nation."
Oscar Wilde

14. "Good humor may be said to be one of the very best articles of dress one can wear in society."
William Thackeray

15. "We judge ourselves by what we feel capable of doing, while others judge us by what we have already done."
Henry Wadsworth Longfellow

16. "Modesty is the only sure bait when you angle for praise."
Philip Dormer Stanhope

17. "People hate those that make them feel their own inferiority."
Philip Dormer Stanhope

18. "The only way to have a friend is to be one."
Ralph Waldo Emerson

19. "Life is not so short but that there is always time enough for courtesy."
Ralph Waldo Emerson

20. "Gratitude is a fruit of great cultivation; you do not find it among gross people."
Samuel Johnson

Activity C. Analyze the case studies that follow and evaluate the attitudes of the people.

1. Joan is a beautiful girl. She is the only girl in her immediate family and has received a great deal of attention. Joan's mother doesn't believe young girls should spend their time doing housework. Joan has never washed a dish, made her bed, ironed her clothes, or cleaned her room.

   She likes to read at home while her mother does the housework. Joan reads mostly love stories because they describe high school dates and the problems of girls in school. Joan spends a great deal of time on the telephone talking to her three best girl friends. Joan's parents have a comfortable home but it is nothing elaborate. She dreams of marrying a rich man and living in a big, fine home. Joan can't stand poor children and doesn't speak to the people in the high school that aren't as well off as her group. She talks about the other students and laughs quite a bit at their clothes and shoes. Joan loves to wear a new dress to school and watch all the poor kids turn green with envy.

   Joan has to take care of her little brother occasionally. She loves her brother but resents having to take care of him. Joan's girl friends are all about three years younger than she. Girls her age just don't seem to like her, even the kids at school. Joan can't figure it out at all. She has attractive clothes, a moderate home, and takes good care of her hair. She wonders why people don't nominate her for class secretary. She just doesn't seem to be very popular.

a. What do you think of Joan's attitude toward her home and family?

b. Do you think Joan will make a good wife? Why, or why not?

c. Why do you think Joan is not popular in school?

d. Can you detect any faults in Joan's outlook on life?

e. If Joan marries and moves away from her parents, how do you think she will get along with her husband? What about her neighbors? Do you think people will like Joan?

2. Katie is in her junior year of high school. She is always quite nervous on the first day of the school year. She simply dreads leaving home. Let's observe her as she entered the building on the first day of her junior year.

Katie walked slowly up the stairs leading to the side entrance of the building. Looking down the long corridor, she could see hundreds of new faces in the hall. Katie reported to her assigned homeroom a few minutes before the tardy bell and took a seat in the back of the room. Everyone was having a real good time meeting their old friends and talking about their summer vacations. Everyone, that is, but Katie.

Katie dropped her head on top of her books and looked nervously around the room. Bill came over to her and poked her on the arm. Katie was so nervous she could almost cry.

Sewing and reading are two of Katie's favorite hobbies. In the late afternoon, she will stretch out on the couch and read for hours. Katie loves all kinds of books. Her favorite books are about teenagers.

Katie has several good friends in her neighborhood. She has known them most of her life.

a. What are some of the attitudes expressed concerning Katie?

b. In what area do you think Katie needs to improve?

c. If Katie was asked a question in a new class on the first day of school, how do you think she would react?

d. Do you think you would like Katie?

3. Alan is a very brilliant senior in high school. He has an excellent vocabulary and can express his ideas easily. On a typical day in class, Alan sits in the middle of the classroom slouched in his chair. He doesn't get along very well

with the teachers because he thinks they are stupid. Social studies is really a drag for Alan because he finds it very easy and kid stuff.

Alan thinks most of the students are mental midgets without much academic talent. He would rather not be bothered with most of them. Alan rarely speaks to anyone and walks down the hall with a smirk on his face. He is willing to help the other kids with their mathematics problems after school. Sometimes Alan seems to be a real nice guy but most people think he is a snob.

a. What do you think of Alan's attitude toward other students?

b. Do you think Alan will be successful in life?

c. What improvements would you suggest in Alan's attitude structure?

d. What do you think the student body thinks of Alan's attitude?

e. Can you think of anything Alan did that was good?

4. Frank is in history class. As we look in, he is waving his hand in the air aimlessly as the teacher is asking a question. Frank gave a wise answer to the teacher and looked about the room with a smirk on his face. The teacher, enraged over his smart aleck attitude, criticized him severely. Frank eased down in his chair with a big grin.

The bell rang and Frank jumped to his feet charging for the door. He knocked the books out of Tina's hands but never stopped to help her pick them up. Charging up behind Jerry Brown, Frank belted him in the middle of the back with his fist. He ran down the hall laughing at the top of his voice as Jerry tried to catch him. Frank ducked into his mathematics class just as the bell rang, starting the next period.

After being in the class a short time, he found a pin on the floor. His eyes flashed as a grin spread over his face. By sitting on the edge of his seat, he discovered he could just barely reach the slot in the seat in front of him without bending over. With the pin gleaming in his hand, he carefully moved forward and jabbed Bill in the back. Up from the seat came Bill with a shout and the fight began. Over and over they tumbled down the aisle with Bill bent on blackening Frank's eyes. The teacher separated the two and off they went on the long trip to the dean's office.

a. What do you think of Frank's attitude?

b. Why do you suppose Frank hits people in the hall?

c. It seems Frank enjoys going to the dean's office. He is proud to return during the middle of the class period. All the boys gather around Frank to ask how it went in the office. Why do you suppose Frank enjoys getting into trouble?

d. Do you think Frank is popular? Why, or why not?

e. Do you think Frank is mature?

VOCABULARY

altruist
appreciate
arrogant
attitude
balance
boast
brilliant
circumstances
conceit
conscientious
constructive
content
contribution
courage
courtesy
depression
derogatory
destroy
detrimental
dignity
disloyal
disposition
distort
egocentric
elevate
envy
ethics
friendly
genuine
gossip
humor
image
influence
jealousy
liberal
loyal
maturation
mature
modest
negative
nervous
neurotic
opinionated
personage
pessimist
popular
positive
recognition
rejected
role
scorn
sensible
shy
society
status
superiority
suspicious
temper
warp

FILMS

Am I Trustworthy?

Attitudes and Health

Big Man on Campus

Control Your Emotions

Developing Responsibility

Developing Self-Reliance

Developing Your Character

Facing Reality

Getting Along with Parents

The Good Loser

The Griper

Growing Up

How Friendly Are You?

How To Succeed in School

How We Cooperate

My Brother

School Spirit and Sportsmanship

The Show Off

Snap Out of It!

The Snob

Social Courtesy

Toward Emotional Maturity

Understand Your Emotions

Understanding Others

What About Prejudice?

Who Should Decide?

Words of Courtesy

You're Grown Up

FILMSTRIPS

Interests Pay Off

Motivation - Key to Achievement

So You Want To Be Independent

Your Search for Self

ATTITUDE INVENTORY I

Rate yourself in the areas that follow. If the trait applies to your established set of attitudes, place a check under TRUE; if not, place a check under FALSE.

	TRUE	FALSE
I am:		
1. agreeable	___	___
2. modest	___	___
3. cheerful	___	___
4. sad	___	___
5. inattentive in class	___	___
6. jealous of friends	___	___
7. opinionated	___	___
8. liberal with possessions	___	___
9. sensible	___	___
10. envious of a sister or brother	___	___
11. contented with everything	___	___
12. contented with most things	___	___
13. never contented with life	___	___
14. punctual	___	___
15. critical of my family	___	___
16. a borrower	___	___
17. friendly to new acquaintances	___	___
18. a mild gossiper	___	___
19. not above telling little white lies	___	___

	TRUE	FALSE
20. sick most of the time	___	___
21. afraid the world is going to pot	___	___
22. conscientious all of the time	___	___
23. very brilliant	___	___
24. pretty smart	___	___
25. shy	___	___
26. easy going	___	___

ATTITUDE INVENTORY II

Read each of the words that follow and indicate your reaction in the appropriate space. Each word should suggest a particular attitude or emotion.

	LIKE	DISLIKE	FEAR	NONE
1. Constitution	___	___	___	___
2. China	___	___	___	___
3. Dances	___	___	___	___
4. Football	___	___	___	___
5. Booker T. Washington	___	___	___	___
6. Abraham Lincoln	___	___	___	___
7. Democracy	___	___	___	___
8. Prom	___	___	___	___
9. Miami	___	___	___	___
10. Fire	___	___	___	___
11. Freedom	___	___	___	___
12. Poverty	___	___	___	___
13. Television Programs	___	___	___	___
14. Fishing	___	___	___	___
15. Reading	___	___	___	___

	LIKE	DISLIKE	FEAR	NONE
16. Working after graduation	____	____	____	____
17. Indoor activities	____	____	____	____
18. College	____	____	____	____
19. Gossip	____	____	____	____
20. Outdoor activities	____	____	____	____
21. Wearing attractive clothes	____	____	____	____
22. Being alone	____	____	____	____
23. Music	____	____	____	____

	LIKE	DISLIKE	FEAR	NONE
16. Movies				
17. Sardines				
18. Cancer				
19. War				
20. Swearing				
21. Deep Water				
22. Dentist				

ATTITUDE INVENTORY III

Read each of the words that follow and indicate your reaction in the appropriate space. Each word should suggest a particular attitude or emotion.

	LIKE	DISLIKE	FEAR	NONE
1. Parties				
2. Christmas				
3. Dictatorship				
4. Police				
5. Education				
6. Travel				
7. Books				
8. Manners				
9. School				
10. Radical				
11. Sleeping				
12. Spaghetti				
13. Crowds				
14. Traveling by plane				
15. Newspapers				

HOW TO STUDY

OBJECTIVES: HOW TO STUDY

To help students develop an organized method of study

To help students study more effectively in various subject areas

To develop an appreciation of the importance of good study habits and techniques

To develop skills in reading and writing

No doubt the secret of the successful student is his ability to study effectively. Good study skills do not just come out of thin air. Instead, they must be developed. Developing study skills is hard work. Do you know the basic requirements for successful study? Let's look at them:

1. Interest - if you are interested in your courses this will prove to be your greatest asset. Interest makes the time go faster, and work becomes easier. You may develop interest by studying your subjects thoroughly and well.
2. Self-confidence - if you believe that a course is too difficult you will not be able to do your best. You can do much more if you have a positive approach.
3. Self-discipline - once you make a plan you should carry it out. You must make a choice between television, many other attractions, or your studies. Lack of self-discipline is a major cause of student failure.

STUDY SKILLS AND STUDY HABITS

Habits and skills are not the same. A study skill is a technique or a method for learning. Finding main ideas in reading, memorizing foreign language vocabulary, or finding out what is wanted in a mathematics problem are all study skills.

A study habit is a routine which you practice regularly. Keeping up to date in assignments, studying at the same time and place every day, and studying by yourself are study habits.

In studying, as with every job, there are efficient and inefficient ways of getting the work done. Observe a good student at work and you will discover that he proceeds easily and quickly. He knows what has to be done, and he knows how to get it done with the least possible strain and in the least possible time.

If you develop good study habits and skills, you will become a more efficient student. You will finish your studies in less time, and make better grades. This means less worry for you and more time for leisure activities—social affairs, sports, hobbies, and just plain loafing.

The following Study Habits Check List includes habits that the best students in several outstanding colleges believed to be most important for success. They were compiled and written by outstanding educators in the field of reading and research: Dr. Morton Botel, Reading Consultant, Bucks County Schools, Pennsylvania, and Dr. Ralph C. Preston, University of Pennsylvania.

After you take an inventory of your study habits by this check list, note the ones you are weak in. Work to improve until you can check the first column for most of the habits, and never have to check beyond the second column. Work to improve!

Read each question in the list carefully, think about it, and answer it as accurately and honestly as you can.

Place an X in the column which best describes your habit.

STUDY HABITS CHECK LIST

Study Habits	Almost Always	More Than ½ the Time	About ½ the Time	Less Than ½ the Time	Almost Never
1. Do you keep up to date in your assignments?					
2. Do you keep a written study schedule showing the time set aside for daily study?					
3. Do you divide your study time among the various subjects to be studied?					
4. Do you allow more time for the most difficult subjects to be studied?					
5. Do you study in the same place every day when possible?					
6. Is the selected place for study quiet and free from disturbances?					
7. Is the space on your study desk or table large enough?					
8. Do you keep your study desk or table neat and free of distractions?					
9. Is the lighting in the study area good? (Indirect lighting is superior to direct.)					

Study Habits	Almost Always	More Than $\frac{1}{2}$ the Time	About $\frac{1}{2}$ the Time	Less Than $\frac{1}{2}$ the Time	Almost Never
10. Do you study by yourself rather than with others?	____	____	____	____	____
11. Do you have the necessary materials and equipment for the assignment at hand?	____	____	____	____	____
12. Do you use a comfortable, but not too comfortable, chair?	____	____	____	____	____
13. When you study, do you sit down and get settled quickly?	____	____	____	____	____
14. Do you look a chapter over before reading in detail?	____	____	____	____	____
15. Do you make use of the clues in the book such as pictures, headings, heavy print, etc.?	____	____	____	____	____
16. As you read, do you have in mind questions which you are actually trying to answer?	____	____	____	____	____
17. Can you find the main ideas in what you read?	____	____	____	____	____
18. Do you try to get the meaning of important new words?	____	____	____	____	____
19. Are you able to read without saying each word to yourself?	____	____	____	____	____
20. As you read, do you make brief notes?	____	____	____	____	____
21. Do you review class notes as soon as possible after class?	____	____	____	____	____
22. Do you try to find a genuine interest in the subjects you study?	____	____	____	____	____
23. Do you try to set purposes and goals for yourself in your studies?	____	____	____	____	____
24. Do you sincerely try to understand thoroughly all material you should remember?	____	____	____	____	____
25. Do you try to summarize the material to be remembered?	____	____	____	____	____

Study Habits	Almost Always	More Than ½ the Time	About ½ the Time	Less Than ½ the Time	Almost Never
26. Do you distribute the study of a long assignment over several study sessions?					
27. Do you try to relate what you are learning in one subject to what you learn in other subjects?					
28. Do you read other materials for the course besides your textbook?					
29. When questions arise about your work, do you arrange to talk with your instructor about them?					
30. Do you discuss the content of your studies with others outside of class?					
31. Do you make specific preparations for examinations?					
32. Do you arrange to study for at least two sessions in studying for an examination?					
33. Do you combine notes on your textbook and from class into a master outline to study for a major examination?					
34. In studying for examinations, do you review the important facts and principles?					
35. Do you attempt to predict examination questions in preparing for an examination?					
36. Do you go to bed at about your usual time the night before an examination?					

In working toward becoming a successful student, consider:

1. The goals you think are worthwhile.
2. How can school help you achieve what you want?
3. What skills are necessary to be a successful student?

The successful student:

1. Has strength of mind and body.
2. Has ability to take care of himself.
3. Has ability to plan ahead clearly.

People feel it is worth working hard in school:

1. Because they like what they are doing.
2. In order to improve their ability.
3. As a way to get where they want to go.

Ways To Improve Learning

There is no one way to improve learning. Many study suggestions have been made which are beneficial to students. Here are some which have been found to increase the speed of learning and the ability to remember:

1. Plan to learn more than you will actually need for a test. This will help to build self-confidence.
2. Make an effort to dig deeply into your assignments.
3. Start with your difficult studies first.
4. Review your studies regularly.
5. Get to class on time.
6. Arrange for a regular study time each day.

Methods of Study

In our unit, How To Pass Examinations, we discussed the SQ3R study method in great detail. Here are some additional methods for your consideration:

The PAT Method

P = Previewing - skim over the chapter or article to be studied; note headings, topic sentences, main ideas. Read the introductory and concluding paragraphs. Raise questions.

A = Attacking - read actively trying to fix the material in your mind.

T = Testing - raise questions and seek the answers. Review your studies.

The Five Step Study Plan

Step 1 - Prereading. Make a short preview of the assignment. Thumb through the assigned pages making note of the topic sentences. Read the first sentence of each paragraph. What is the main idea of the chapter?

Step 2 - Make up some questions as you read over the material. This gives purpose to your reading. Read to answer your questions.

Step 3 - Read to remember. At this point you should read the entire lesson from beginning to end. Make a mental note of the answers to your questions. Note the way the author has organized his material. Understand what he believes is important.

Step 4 - Review - think it over. When you have thoroughly covered the lesson, look back at each paragraph to spot the main idea. Identify subtopics and note the details.

Step 5 - Test yourself. Has your reading left an impression in your mind? Test your memory by reciting the concepts and ideas. If you have forgotten the details, review the chapter. You are now ready for an examination.

The Study-Rest-Study-Rest Method

When you are required to study for extended periods of time, you may find this method of study-rest most helpful. The method is useful in helping you to absorb much information. No specific length of time is recommended. Many students find that a minimum of forty-five minutes is necessary to get the assignment organized. The rest periods can be much shorter. A few moments of relaxation can greatly improve your efficiency.

The Outline Method

Some students find it helpful to outline a chapter as they read it. This helps them to identify main ideas and supporting details. The outline method may be used with any subject.

The Question and Answer Method

In using this method, a question is written on one side of a 3x5 card and an answer on the other side. This method is convenient in that it can be used at any time. The cards can be carried around and studied in the library or at any time.

On the following pages we have presented some ideas to help you in specific areas of study. You will find suggestions on how to study reading subjects, mathematics, and foreign language.

STUDY SKILLS

HOW TO STUDY READING SUBJECTS

There are many different ways to study, and what is best for one is not always best for another. The Mastery Technique is considered the best by a poll of leading students in three different colleges. It consists of four parts: Previewing, Reading, Note-taking, Remembering. Although these seem to be four separate activities, they actually overlap. Your goal is learning to combine them within a single operation. This skill, when mastered, will save hours of study time. You will understand better what you are studying, and remember it longer. Your interest in your studies will be higher. It is especially applicable to reading subjects.

The Mastery Technique

I. Previewing

A. Read over the table of contents.

1. Note the plan of the book, its content, and the order of its chapters.

2. What is the relation of the topic you are about to read to the rest of the book?

B. Look over the section headings and make a preliminary outline.

1. List the main topics of the chapter.

2. Leave spaces between these topics to be filled in with notes.

C. Read the first and last paragraphs of the assigned chapters.

1. What does the first paragraph tell?

2. What does the last paragraph tell?

D. Study the pictorial aids.

1. List the titles of pictorial aids, as pictures, tables, maps, charts, and outlines.

2. Name an outstanding feature of the chapter that is revealed by each of these aids.

E. Take an inventory.

1. Ask yourself what you know about the chapter at this point.

2. Write down the important things you remember.

II. Reading

   A. Make up questions suggested by the main headings.

      1. Try to turn each heading into a question. (This starts active thinking.)

      2. If there is no heading, try to find the topic of the paragraph about which to make your questions.

   B. Read to answer your questions.

      1. Read the first three questions of your assignment, as listed above.

      2. Begin reading the chapter, concentrating on answers to your questions.

      3. If you encounter an unfamiliar word, or hard to understand idea, find the definition of the word in your dictionary and/or consider the hard to understand idea until you fully comprehend it.

      4. If necessary, reread the passage, again reading to answer a question.

   C. Check your understanding by reciting the answers.

      1. Stop reading at the end of each section and tell yourself in your own words the answers to the questions.

      2. Make a brief summary, oral or written, of what you have learned.

   D. Reread when necessary to clarify any ideas of which you are unsure.

      1. If you feel your understanding is incomplete after you have read and recited, go back and reread the heading.

      2. Again frame a question in your mind and read to answer it.

      3. If you still lack understanding, seek help elsewhere.

III. Note-taking

   A. Note-taking is one of the fine arts of study and has three major purposes.

      1. Good notes give you a bird's-eye view of what the author is saying.

      2. Taking notes helps keep your interest alive by varying your study activities.

      3. Notes are an immeasurable help to you when you review for examinations.

B. Keep three things in mind while taking notes.

    1. Use your own words when possible.

    2. Confine your notes on a chapter to one side of your note sheet if possible. (You can form a mental image of a single page and remember it better.)

    3. Look over your notes immediately after completing them for revision; then look over them again a day or so later for the same purpose.

C. Underline key words and phrases.

D. Make diagrams to clarify ideas. (This would not apply to all lessons.)

    1. Diagrams sometimes help you to distinguish main points and fix them in your mind, as in history, social studies, science, literature, and English.

    2. Diagrams help you to arrange facts in their correct relationship to one another.

IV. Remembering

A. Find an interest in what you are studying.

    1. Try to pick out some aspect which will hold your attention.

    2. Try also to find an important reason for studying the subject.

B. Have a clear-cut grasp of the basic ideas.

    1. Be sure you understand each section before going on to the next.

    2. In order to remember the details of a section, you must understand the idea of previewing and its purpose.

C. Learn by wholes.

    1. Before you begin to study, know what the author's main theme is and how the main ideas are related.

    2. Study the parts, the details which support the principal ideas.

D. Use more of your time in reciting than in rereading.

E. Spot the key words and phrases and underline them.

    1. Do this when you make preliminary outlines.

    2. Do it when you take notes.

    3. Do it when you are reading your own books.

F. Use as many of your senses in as many ways as possible.

G. Distribute your practice in learning over two or more study periods for best results.

H. Learn for the future.

    1. Don't memorize only well enough to pass an examination.

    2. Retain the facts or ideas by continuing to memorize after mastery.

I. Use what you learn.

    1. Through use of material, you practically test your knowledge and understanding.

    2. You will gain the technique of studying by applying the ideas you have learned about studying.

STUDYING MATHEMATICS

The Bartlett Time-Centered Study Habit Technique

Step 1. Have on hand a pencil, paper, and a timer or clock.

Step 2. Survey rapidly the material to be covered in the lesson.

Step 3. Choose a portion of the text that you are certain you can cover in two, three, or four minutes.

Step 4. Rapidly read over the portion allocated. Then read the first sentence and immediately look away from the text and recite that idea in your own words. Check your work by reading it again. Then read the second sentence, look away, and recite. Check your work. Continue through the allocated portion and decide how it will look on the paper. When the timer indicates, close the book and write the portion on the paper in your own words. Check the accuracy of your work with the book open.

Step 5. Give yourself a grade on your work. Consider your grade and the time used on the last portion, allocate a new part and a new time.

Step 6. Repeat step 4, followed by step 5.

Step 7. When you have finished the theory in the text and have made a satisfactory grade on each portion, start on the problems by working the first one on paper, as soon as you have checked the answer, work another.

Step 8. As soon as the lesson is completed, look over the entire textbook assignment (by looking at the book for clues only) and practice the recitation of the lesson. While this is being done, a portion of the material might prove difficult to recall, and this is the portion that the teacher should be asked to explain. Your ability to continue this method throughout the text depends on your clear understanding of each lesson. Any part of the lesson that is not clear must be cleared up in class.

STUDYING A FOREIGN LANGUAGE

In today's modern world, business and industry are becoming increasingly international in character. More and more opportunities are becoming available for work abroad. More people are traveling and spending vacations in foreign lands. Knowledge of a foreign language is not only useful in our modern culture, it also brings great satisfaction to the individual.

One of the greatest factors in the successful learning of a foreign language is the desire to learn the language.

Language study has its own special problems and techniques. This section is designed to help you learn these techniques. With the teaching methods in use today, you will almost immediately be speaking simple phrases in your new language. If you experience some success, you will be well on your way toward mastery of the language.

Here are some plans for successful study:

Homework

Perhaps your ability to remember is more important in a foreign language than in any other study.

Your ability to remember depends greatly upon:

1. Selecting materials to be remembered
2. Organizing the material to be learned
3. Spacing your learning effort

Your textbook is so organized as to aid your memory. Here are four steps which are recommended in following a homework assignment:

1. Read through the chapter assigned.
2. Study and learn the new vocabulary.
3. Study the points emphasized in the grammar section.
4. Practice and review:
    a. Read all illustrative material aloud several times, and get the point of every example supplied. You should never work through an illustration of a principle without thinking of what it shows.

    b. Write your own illustrations and read them orally.

c. Study the review materials in your text.

d. Review the new vocabulary for the chapter or unit. The best way is to prepare 3x5 vocabulary cards. Write the word on one side, and a sentence using the word on the other side. Review each card daily — carry them with you and you will find many opportunities to study them during the day.

Remember, proficiency in a foreign language comes from much hard study and practice. As they say in Italian, "In un giorno, non si fe' Roma." (Rome was not built in a day.)

How well do you remember this unit? Test yourself. Mark the following statements T (for true) or F (for false).

_____ 1. Good study skills are natural and do not need to be developed.

_____ 2. Interest, self-confidence, and self-discipline are considered basic requirements for successful study.

_____ 3. Habits and skills are the same.

_____ 4. A study habit is a routine which you practice regularly.

_____ 5. Even if you do not develop good study habits and skills, you can surely become a successful student.

_____ 6. Your study desk or table should be neat and free of distractions.

_____ 7. The successful student has the ability to plan ahead clearly.

_____ 8. There is no way to improve learning.

_____ 9. Planning to learn more than you will actually need for a test is a waste of time.

_____ 10. When you do your homework, you should start with your difficult studies first.

_____ 11. Interest is not necessarily an important factor in remembering.

_____ 12. Language study has its own special problems and techniques.

VOCABULARY

allocation
discipline
efficient
impression
inventory
objective
subtopic
technique

FILMS

Homework: Studying on Your Own

How To Concentrate

How To Remember

How To Study

How To Succeed in School

Improve Your Study Habits

Keep Up with Your Studies

FILMSTRIPS

Increase Your Stock of Words

Listening and Reading Skills

Preparing To Study

Roots and Shoots

What To Ask, How and Where To Find the Answers (Part 1)

What To Ask, How and Where To Find the Answers (Part 2)

Why Study?

HOW TO PASS EXAMINATIONS

OBJECTIVES: HOW TO PASS EXAMINATIONS

To help students to understand the nature of examinations

To develop an awareness of the multiplicity of factors involved in the learning process

To help students to understand and utilize sound study techniques

To understand the various types of test items and to provide clues in taking and passing examinations

To help students to prepare themselves emotionally, physically, and mentally for taking tests

To provide practice and drill in handling various test items

To encourage adequate preparation and genuine self-confidence in taking tests

To develop critical thinking

To develop wholesome attitudes toward tests in general

To acquaint students with the varying number and types of tests used

If you would like to score high on your examinations at school, and who wouldn't, then read on because this material is designed for you!

Becoming Test Wise

Are you test wise? Do you know what it means to be test wise? You are test wise when you have some understanding of how to go about answering the various types of questions that are asked on examinations. For example, what techniques would you use in answering multiple choice questions? How might these techniques differ in answering matching questions, or true-false questions? What techniques do you use in answering an essay question?

The point is this -- you are test wise when you have the "know how" or the techniques in answering various types of questions. Of course, you must have knowledge of the subject in order to do well on any test, but so much depends on how you answer the questions. Even if you are well-informed, you may sometimes do poorly because of the manner in which you attack various test items.

Following are some ideas and suggestions to help you get higher marks in school and to help you take tests wisely.

How To Prepare for Examinations

How do you "get ready" for a test? Some students "cram." That is, they wait until the day before the test and spend half the night trying to memorize facts which may have little meaning to them. This is hardly the best way to prepare for an examination.

What would be a good approach? What is involved in preparing for tests? Psychology tells us that we must prepare for examinations in three ways: (1) emotionally, (2) physically, and (3) mentally.

Preparing Emotionally

The best way to prepare emotionally is to have confidence in your ability to handle the test. We are not speaking of a false confidence, but one that is built on study and preparation.

You must learn to accept an examination for what it is. A test is really a "contest" in which you compete with others for grades.

Here are some tips that will help you to prepare emotionally for tests:

A. You should be concerned about the test but not worried. Worry causes mental stress that wastes energy and cuts down on your ability to perform well. If you begin to worry about an examination that you will have to take, you will not be able to keep your mind on preparing yourself. Too much worry can actually lead to failure. The opposite attitude, or the "I don't care about the test anyway" attitude can be equally serious. The wise student will try to discover his weaknesses, and work to strengthen them in preparation for his test. The better prepared he is, the more self-confidence he will have when he takes the test.

B. You need to have confidence in yourself and in your ability to pass the test. The person who has confidence in himself will do much better than one who lacks this faith. Your confidence should be based on a knowledge or belief that you are qualified with respect to what will be asked for in the examination.

C. Consider your written assignments and projects as examinations. These are activities in which you must show what you know and what you are able to do. This will help to give you some practice in facing up to the test.

D. Get rid of strong emotional feelings about tests. A good test is not something designed to trip you up. Instead it may give you the opportunity to demonstrate your competence and ability.

E. Go to the examination. Don't "cut" out with the hope that you will be able to take a make up test. Naturally, there are times and circumstances under which it is not possible to attend school -- this is something that cannot be avoided. Sometimes a student prefers to "skip" an examination because he is not prepared, or he thinks he can do better on a make up test.

In conclusion, if you have attended school regularly and have kept up with your assignments with a reasonable degree of success, there is little reason to be fearful or upset over a test.

Preparing Physically

The best medicine here is a good night's sleep. If you have to come to school with bloodshot eyes covered up by sunglasses, you had better not expect to do very well on a test. The mind and body depend on each other to function properly. Getting the proper sleep, exercise, and food is important in anything you might do.

Remember this, if you are tired you will not be able to think clearly. A test is designed to get at your mental abilities. You cannot accept this challenge if you are tired.

Here are some tips that will help you to prepare physically for tests:

A. Have your own place to study. You should use the same study area each day. This area should be free of distractions and well illuminated.

B. Get yourself into the study frame of mind. Get right down to work and concentrate on what you are doing.

C. Don't strain your eyes as you study. If you overwork your eyes you may get headaches, feel dizzy, and become nervous. The best way to rest your eyes after intensive reading is to close them for a few moments or to gaze into the distance.

D. Your study schedule should have a break period. Such a break period should be short and should allow you to relax, to get up and stretch, and to relieve tension. While you study it is helpful to change your sitting position and not to remain rigid.

E. Exercise and rest are important. Exercise serves to stimulate the digestive and circulatory systems, and to prevent weariness. This keeps you in shape and enables you to perform your work in an efficient manner. Sleep is also important. It helps to restore strength to perform daily tasks. The amount of sleep necessary varies with the individual. The average adult needs about eight hours of sleep. One way to get a good night's sleep is to go to bed at the same time each night.

You should develop your own plan of physical preparation, and follow it.

Preparing Mentally

Mental preparation requires study. Study need not be a drudge. In fact, it can be an interesting and satisfying experience. But you have to set the fire for yourself. Some students dread study because they don't know how to study. How do you study? Do you just read a chapter once and consider that you have studied properly? This could hardly be called study!

What should a good study method do for you? First, it should help you select what you should know about the subject. You must then be able to understand these ideas quickly. When you have an understanding of the important facts and ideas, you should be able to remember them. Last and most important, a good study method enables you to review efficiently for examinations.

SQ3R - Formula for Study

SQ3R is a blueprint for learning. As a study technique it has proven to be very successful for most people. Let's take a closer look at this study method. In the study formula the S stands for survey. When you make a survey you quickly give something the "once over." Think of how much information a sharp boy gets when he is introduced to a pretty girl for the first time. He quickly "surveys" the situation from head to toe making note of looks, dimensions, and other vital information -- and he does all this within a few split seconds! The girl, too, is making observations and first impressions. This then, is a survey. When an engineer makes a survey he measures the dimensions, slope, and contours of a parcel of land. He looks over the land. And, so it must be with reading and study. In studying a chapter in a textbook, the good student makes a survey. He looks over the chapter very quickly to find out what it's all about. He looks at the subheadings and turns them into questions. He tries to figure out the author's purpose in writing. He asks, "What is the author trying to do? Is it his purpose to prove something or to provide an explanation of something? Is he presenting facts or opinions?"

The second phase of a good study method enables you to understand ideas rapidly. The Q or question part of the formula comes in here. Getting back to our sharp boy who has just made a survey, he is now very interested and curious. He wants to get some definite and important information; such as, the girl's address and telephone number. So he must ask questions and hopes to get them answered. In studying a chapter, the good student raises many questions. You should ask questions that will help to fix important ideas in your mind. Ask for the answers to who, which, what, why, when, and how. These are the same questions a newspaper writer tries to answer when he goes out on a story.

Next, we come to the three R's in the formula. R_1 refers to read. After making a survey and raising some questions, you should read the chapter with your questions in mind. In reading a chapter, it is best to study the first paragraph or introductory statement. When you finish this first paragraph you will learn something about the author's purpose and what he plans to develop. Next, read the closing paragraph or concluding statement. This will give you a summary of generalizations and conclusions. Then, you should read the entire chapter, focusing on the generalizations and supporting details. Do not overlook any examples, illustrations, or references.

After reading the chapter you are ready for the next step, R_2. R_2 refers to review. You will review the important points of the chapter and those sections which you need to understand more clearly.

Your review will be valuable only when it helps you to; (1) structure a well-organized sequence from the topics in question, (2) emphasize main ideas and principles, (3) see relations between ideas, and (4) make proper inferences and draw logical conclusions.

As you review a chapter you should keep in mind the following topics: the table of contents, chapter titles, headings, subheadings, introductory and concluding paragraphs, questions which you have raised, as well as those at the end of the chapter, topic sentences, key words and phrases, and italics and boldface type.

The final step in the study method is R_3, or recite. At this point you close the book and try to remember the major ideas and the supporting details. In recite, you actually use the material for a specific purpose—in this case, to prepare for a test.

The last two parts of the SQ3R study technique, review, and recite, may be repeated as often as necessary until the material is learned.

Study Is Hard Work

The study method which we have described is not easy to put into practice. It requires work. There are no short cuts, but there are ways to study effectively without wasting time and effort. If you use this study method it will help you to learn in an organized, systematic way. In the beginning you will find that this method takes time. However, you can make any changes necessary to suit your own study needs. You now have a useful system for study. Your job is to make the system work.

Tips on Taking Examinations

Don't forget to bring all the materials you may need to take a test (pen, pencil, erasers, ruler, slide rule, etc.). Don't forget to bring a handkerchief!

Make yourself comfortable! Come to school neat and clean and with comfortable clothes.

As soon as the questions are distributed, get down to work. Make a survey. Look over the test. If there are any directions being read, be sure to listen carefully.

Types of Tests - Objective

Objective tests may be of the multiple choice type, true-false, completion, or matching. In taking these tests, you should budget your time properly. A good technique is to divide your time into three equal parts.

In the first period of time, you should read over all of the questions quickly. Answer the easy ones first.

In the second period, go back to the questions which you left unanswered. If you have a hunch or a reasonable guess, follow it! Otherwise, it is best to leave the item blank. A good general policy is to avoid wild guessing.

In the third period, you will be able to go over the blank questions in a more leisurely manner. You will have more time to consider the items and thereby avoid wild guessing.

Essay Tests

On an essay test, you will need to look over all the questions. The number of points the teacher will allow for each question is very important. You should not spend all of your time on answering a question of which you know the answer if the number of points is limited. For example, it is foolish to spend twenty minutes on a question that is worth only five points.

After you have made your survey, select the easiest question and answer it first. You should save the harder questions for later. Be specific! If the question asks for a contrast, explanation, description, or illustration, do not begin writing an answer that has little or nothing to do with the question. Here are a few key words you will probably meet in an essay type question:

Compare - look into and state the similarities between two or more subjects.

Define - tell about the characteristics and qualities of the subject.

Describe - include the finer points of the subject under discussion.

Illustrate - describe using comparisons, analogies, examples.

Relate - show the connection between two or more subjects.

Trace - show the history, development, and progress of the subject under discussion.

These are some of the terms used in essay questions. When you know what is expected, you can keep to the point and not go off the track describing and explaining things which do not actually answer the question. You should look for key words, such as those which we have described.

When you understand the question, you may want to make a quick and brief outline. Don't waste your time making a pretty outline! Do it on scratch paper. You can then check your outline against the question to see if the answer will be good enough. Then write your answer out in full. Don't forget to budget your time! Don't spend half of your time on the first question and then try to rush through the others. In fact, one of the most common faults of students in taking essay tests is the poor use of time. Here are some special tips for taking essay examinations:

1. Determine the length of the test.

2. Allow enough time for each section and still get to cover the entire test.

3. Determine which questions carry the most points and allow more time for them.

4. Estimate the difficulty of the questions and answer the easy ones first.

5. Check your work for clarity, completeness, accuracy, style, and appearance.

How Are Tests Made?

In order to do well on an examination it is necessary to understand the questions asked. Let's look at some typical test items.

Multiple Choice

The most common type of test question is the multiple choice. In this question, the answers are already given. You must decide which answer is correct. You must choose the best response to the question. A very important point in answering multiple choice questions, is to read the directions carefully. Sometimes the directions tell you to indicate the best possible answer. In other cases, you may be asked to indicate which statements are the most likely or the least likely. Perhaps you may be asked to indicate "which of the following two items are correct." You see how important it is to read and understand the directions. Now, let's take a look at an actual multiple choice item:

> "According to reports, an increasing number of automobile accidents involve people who have been drinking alcoholic beverages."

The quotation best supports the statement:

A. If you drink, drive.
B. If you don't drink, don't drive.
C. If you drink, don't drive.
D. If you don't drive, don't drink.

Even if you are not dead sure about an answer, you can use your ability to reason and to think in an intelligent manner.

Let's take a closer look at the test item. The quotation tells you that there is an increasing number of automobile accidents among drivers who have been drinking alcoholic beverages. This indicates that there is danger in drinking and then driving. There are four choices following the quotation. Look at choice A. This cannot be the answer because it contradicts the statement. You will notice that items B and D also contradict the statement. Therefore, you must conclude that item C is the best possible answer as it is the only one which actually supports the statement.

When you read a multiple choice question, you should look at all of the choices first. A good technique would be to eliminate the choices which are surely wrong. This should narrow your choice down to one or two possibilities and increase your chances of a correct answer. But be sure to read all of the choices because the last one may state, "all of the above" or "none of these." By taking the first right answer, you may be wrong!

Usually a multiple choice question presents a statement followed by several possible answers. Sometimes you are asked to give the best answer. At other times you will have to use your judgment and select a best reason in answer to a statement. Watch your directions and look out for such words as always, never, and sometimes. Remember that extremes are usually not the correct answers. Be on the lookout for those choices which are fairly close in meaning.

True-False

Quite often the true-false question is used on objective type tests. The true-false questions are like the multiple choice except that they have only two choices instead of four or five.

Again, as in the multiple choice test, you must be on the lookout for words like always, never, and sometimes. Always and never usually make the statement false. Let's look at the following example:

Tall people always weigh less than short people. (Answer - False)

A good method in working on true-false items is to answer those you know, first. If you are not sure about an item but you have a hunch, mark it lightly with your pencil and go on to the next item. After you have finished all of the questions you can go back to those you marked lightly. This will give you extra time to consider your first response after you have completed the entire section.

Matching Questions

In matching questions there are two columns. You are asked to match items in one column with items in the other.

Here are a few ways in which you can handle matching questions: Work from one list only. You should take each item in the left-hand column, one at a time, and search the list in the right-hand column, looking for the proper match. As you complete each item in the left-hand column, cross it out so that it will not distract you with your later selections. Another way is to run a line from each item in the left column to its corresponding match in the right column. If the matching items test your knowledge of vocabulary, you may find a mixed assortment of nouns, verbs, adjectives, and other parts of speech. These are actually clues which can help you. You should match adjectives with adjectives, etc.

Here is a sample item. Match the words on the left with their corresponding synonyms on the right.

1. behavior
2. rob
3. baby
4. surrender
5. port

A. infant
B. relinquish
C. harbor
D. steal
E. buy
F. conduct

Sequence, Continuity, or Arrangement

In this type of question, you are presented with a series of scrambled items. You must unscramble them and arrange them in proper order. You will usually find from six to ten items, the answers to which are indicated by numbers. This type of question is generally used to test your knowledge of the sequence of events, especially in history. Sometimes you may have to arrange a list of cities in alphabetical order or in accordance with population. You may be asked to list the operations involved. The following sample will illustrate this type of question:

Number the following holidays of the year in order (which comes first?).

______ Washington's birthday

______ Lincoln's birthday

______ Christmas

______ Thanksgiving

______ Easter

As a first step, it is best to number those of which you are absolutely certain. Then, you can go back over your work to fill in any blanks.

Sentence Completion

In this type of test item, you are presented with a sentence in which two or three key words are missing. You must complete the sentence by supplying the right word or words. It is difficult to make specific suggestions for answering completion items since you either know the answer or you do not. If you believe that you know the answer, you should write it in. If you have an answer but are not certain about it, put it down and then make a check mark next to the item. When you have time later, you can return and give it some extra thought. Here are sample questions:

The cotton gin was invented by ____________________.

In the lungs, the blood exchanges ________________ for fresh oxygen.

Analogies

Probably the most difficult type of question is the analogy. You will find this type of question on tests of aptitude and general ability. The college boards have analogy questions for you to answer. In answering this type of question, you must be able to understand the meaning of the words or expressions used. You need to be able to see the relationship between two sets of items. Finally, you must be able to evaluate the answers.

The analogy questions usually consist of two words, numbers, or phrases that have a specific relation to each other. These are followed by five pairs of other items. You are to select the one pair that expresses a relationship similar to that expressed in ratio and proportion problems:

2 : 4 :: 3 : 6

The sign (:) means is to and (::) means as. Let's look at a relatively simple verbal analogy:

Foot is to man as hoof is to ___________.

You can see that there are several correct answers -- animal, horse, ox, donkey, etc. To provide just one correct answer, the analogy is written in this form:

FOOT : MAN :: hoof :
a. bird
b. machine
c. horse
d. chicken
e. cat

The item may not always be stated in just this form. Although there will always be three items, their positions may vary. For example:

HOOF : HORSE :: foot : __________.

FOOT : MAN :: hoof : ___________.

FOOT : __________ :: hoof : horse

HOOF : _________ :: foot : man

As you can see, the principle is always the same. It is the relationship between the complete pair that determines the answer. If you do not understand this, you cannot work the problem. Stated another way, you must determine the specific relationship of the two words given, and then, choose the word or words given in the choices that bear a similar relationship.

There are many types of analogies which cannot all be classified. Following are a few of the analogy classifications which you are likely to meet:

A. Synonyms - like is to like, includes similarities between people, objects, and concepts.

1. TRITE : HACKNEYED :: banished : exiled

2. ALIBI : EXCUSE :: sobriquet : nickname

B. Antonyms - like is to unlike, including dissimilarity between people, objects, and concepts.

1. GIANT : DWARF :: large : small

2. ENGINE : CABOOSE :: beginning : end

3. CHEERFUL : DISMAL :: bright : dark

C. Purpose of function

1. RUDDER : SHIP :: tail : bird

2. NECKLACE : ADORNMENT :: medal : decoration

D. User is to tool, implement, or object that he uses.

1. WOODSMAN : AX :: cobbler : awl

2. SURGEON : SCALPEL :: butcher : cleaver

E. Professional person is to specialty

1. DIETICIAN : FOOD :: pediatrician : children

2. ICHTHYOLOGIST : MARINE LIFE :: archaeologist : antiquity

F. Units of number and quantity are to other units

1. NICKEL : DIME :: pint : quart

2. ONE HUNDRED : CENTENNIAL :: ten : decade

Do not forget that hundreds of other analogies are possible.

The following exercises will give you experience in taking different kinds of tests. Work carefully! You will find how much you have learned from this unit. Restudy and review the areas in which you lack confidence or have difficulty.

ENGLISH AND READING

VOCABULARY - ANTONYMS

Directions: Circle the lettered word or phrase which is most nearly opposite in meaning to the word in capital letters.

1. REFRAIN: a) undertake b) conceal c) decide
d) identify e) address

2. LABORIOUS: a) stationary b) free c) automatic
d) common e) easy

3. VIGILANT: a) useless b) skeptical c) frantic
d) unwary e) calculating

4. DEPRESS: a) appreciate b) allow c) swell
d) elate e) loosen

5. TANGIBLE: a) radial b) immaterial c) minute
d) diffuse e) improved

6. SUBSEQUENT: a) primary b) contemporary c) recent
d) prior e) simultaneous

7. LAUD: a) fight b) silence c) censure
d) question e) argue

8. REPROACH: a) commend b) requit c) reward
d) excuse e) apologize

9. INCREDIBLE: a) comprehensible b) lessened c) generous
d) truthful e) plausible

10. PLACATE: a) destroy b) demand c) expose
d) deprive e) enrage

ENGLISH AND READING

ANALOGIES

Directions: Circle the letter that indicates the correct answer.

1. CLUES : MYSTERY :: footprints :
   a. sand
   b. shoes
   c. trail
   d. fingerprints

2. CAMEL : ARAB :: llama :
   a. water
   b. saddle
   c. Eskimo
   d. Peruvian

3. INTERIOR : EXTERIOR :: left :
   a. right
   b. north
   c. opposite
   d. hand

4. CAREFUL : HEEDLESS :: proud :
   a. happy
   b. strong
   c. humble
   d. weak

5. WHEEL : CART :: runner :
   a. messenger
   b. stocking
   c. athlete
   d. sled

6. HEAD : TAIL :: preface :
   a. text
   b. appendix
   c. foreword
   d. introduction

7. LIKELY : IMPROBABLE :: miserly :
   a. stingy
   b. selfish
   c. extravagant
   d. provident

8. AVARICE : GREEDY :: prejudice :
   a. sardonic
   b. intolerant
   c. affluent
   d. cryptic
   e. misery

9. ACHIEVEMENT : EFFORT :: end :
   a. means
   b. luck
   c. reward
   d. success

10. PANHANDLE : BEG :: ad lib :
   a. cheat
   b. increase
   c. admit
   d. improvise

11. GNU : ANTELOPE :: ibex :
   a. ox
   b. goat
   c. elephant
   d. camel

12. BOOTEE : BABY SHOE :: goatee :
   a. goat
   b. gown
   c. beard
   d. game

13. ANECDOTE : STORY :: antidote :
   a. fondness
   b. remedy
   c. dislike
   d. cause

14. PLUTOCRAT : PAUPER :: adherent :
   a. supporter
   b. renegade
   c. follower
   d. administrator

15. PROLOGUE : EPILOGUE :: protasis :
   a. epitome
   b. equinox
   c. epiderm
   d. apodosis
   e. apathy

16. CATAMARAN : RAFT :: termagant :
   a. harpy
   b. magnet
   c. juggle
   d. angel
   e. heavenly

17. COMPASS : DIRECTION :: thermometer :
   a. weather
   b. cold
   c. temperature
   d. pressure

18. ANTICIPATION : RETROSPECTION :: progress :
   a. progression
   b. regression
   c. enthusiasm
   d. inspection

19. POSTSCRIPT : ADDITION :: preamble :
   a. stride
   b. preface
   c. recreation
   d. prediction

20. QUANDARY : PREDICAMENT :: husbandry :
   a. farming
   b. fatherhood
   c. marriage
   d. hunting

21. CAMOFLAGE : DISGUISE :: disparage :
   a. disperse
   b. reveal
   c. belittle
   d. divorce

22. DENTIFRICE : TOOTHPASTE :: artifice :
   a. building
   b. article
   c. paint
   d. trick

23. PRODIGAL : FRUGAL :: theoretical :
   a. practical
   b. hypothetical
   c. religious
   d. curative

24. PALLIATE : LESSEN :: peregrinate :
   a. run
   b. spoil
   c. indicate
   d. travel
   e. return

25. PHILIPPIC : DEMOSTHENES :: eureka :
   a. Aristophanes
   b. Aristedes
   c. Archimedes
   d. Archipelago
   e. archibald

ENGLISH AND READING

READING COMPREHENSION

Directions: Read each selection carefully. You may go back to the passage as many times as you wish. This is not a speed test. Circle the letter that indicates the correct answer.

While visiting Toledo, a native of Charleston, South Carolina, named Pinkney Yates, was talking about the splendors of his home city. Hoping to take him down a bit, a Yankee asked, "Where is Charleston?"

The Southerner turned slowly toward the questioner and said, "Charleston, Sir, is that untarnished jewel shining regally at that sacred spot where the Ashley and the Cooper join majestically to form the Atlantic Ocean."

1. This story is intended to .... Charleston.
   a. give information about
   b. show the importance of
   c. poke fun at the natives of

2. The Yankee .... know Charleston's location.
   a. really did not
   b. really wanted to
   c. pretended not to

3. Ashley and Cooper must be names of Charleston ....
   a. families
   b. streets
   c. rivers

4. The Southerner's way of speaking is best described as ....
   a. flowery
   b. ignorant
   c. discourteous

5. Yates' reply is absurd because of the .... between the Atlantic and "the Ashley and the Cooper."
   a. distance
   b. difference in size
   c. barrier

I have tried to absorb myself in my children and in my house. I have tried to put thoughts of Europe and of war behind me and tend to my own affairs. And I cannot. I go to bed with these thoughts; I get up with them. They are there in the morning when the trees, knee deep in autumn mist, lift their glowing offering of leaves to a brilliant sky. "All this beauty," I think, "and they are dropping bombs in Europe." The airplane is no longer an expression of man's hope; it has become an expression of man's fear.

1. The author appears to be a ....
   a. young girl
   b. European
   c. housewife

2. She is chiefly .... by her thoughts.
   a. distressed
   b. puzzled
   c. angered

3. She cannot .... these thoughts.
   a. organize
   b. write or talk about
   c. escape from

4. She vividly describes ....
   a. her family
   b. her house
   c. the trees

5. She is struck by the .... between her surroundings and what is happening in Europe.
   a. similarity
   b. relationship
   c. contrast

6. For the author, the airplane has come to symbolize ....
   a. progress
   b. destruction
   c. speed

Talking with a young man about success and a career, Dr. Samuel Johnson advised the youth "to know something about everything." The advice was good -- in Dr. Johnson's day, when London was like an isolated village and it took a week to get the news from Paris, Rome, or Berlin. Today, if a man were to take all knowledge for his province and try to know something about everything, the allotment of time would give one minute to each subject, and soon the youth would flit from topic to topic as a butterfly from flower to flower, and life would be as evanescent as the butterfly that lives for the present honey and moment. Today, commercial, literary, or inventive success means concentration.

1. The author implies that a modern scientist:
   a. makes discoveries by accident.
   b. must bend his mind in a specific direction.
   c. is able to contribute only if he has a background of general knowledge.
   d. must be well-versed in the arts.
   e. must be successful, whatever the cost.

2. According to the passage, if we tried now to follow Dr. Johnson's advice, we would:
   a. lead a more worthwhile life.
   b. have a slower paced, more peaceful, and more productive life.
   c. fail in our attempts.
   d. hasten the progress of civilization.
   e. perceive a deeper reality.

3. Why does the author compare the youth to a butterfly (next to last sentence)?
   a. Butterflies symbolize a life of luxury and ease.
   b. The butterfly, like the youth, has no clear, single objective.
   c. The butterfly, like the youth, exhausts a present source of energy.
   d. The butterfly, like the youth, is unaware of the future.
   e. The butterfly lives but a short time and thus retains the innocence of youth.

MATHEMATICS - FUNDAMENTALS

Directions: Circle the letter that indicates the correct answer.

1. **Add:**

$$\begin{array}{r} 285 \\ 946 \\ +\ 327 \\ \hline \end{array}$$

Answers

A) 1,448
B) 1,548
C) 1,558
D) none of these

2. **Add:**

$$\begin{array}{r} 456 \\ 973 \\ +\ 514 \\ \hline \end{array}$$

A) 1,933
B) 2,034
C) 2,039
D) none of these

3. **Subtract:**

$$\begin{array}{r} 704 \\ -\ 636 \\ \hline \end{array}$$

A) 68
B) 78
C) 168
D) none of these

4. **Subtract:**

$$\begin{array}{r} 685 \\ -\ 288 \\ \hline \end{array}$$

A) 307
B) 397
C) 413
D) none of these

5. **Multiply:**

$$\begin{array}{r} 378 \\ \times\ 607 \\ \hline \end{array}$$

A) 25,326
B) 169,446
C) 229,446
D) none of these

6. **Multiply:**

$$\begin{array}{r} 587 \\ \times\ 49 \\ \hline \end{array}$$

A) 28,763
B) 28,853
C) 28,963
D) none of these

Answers

7. **Divide:**

$73\,\overline{)\,38{,}544}$

A) 529
B) 542
C) 543
D) none of these

8. **Divide:**

$246\,\overline{)\,16{,}974}$

A) 62.1
B) 67.9
C) 69.0
D) none of these

9. **Add:**

7.6 + .85 + 44.0 =

A) 45.61
B) 52.45
C) 601
D) none of these

10. **Add:**

.48 + 2.7 + .009 =

A) 3.189
B) 7.59
C) 84
D) none of these

11. **Add:**

.006 + .05 + .74 =

A) .7456
B) .796
C) 1.84
D) none of these

12. **Subtract:**

85.67 - 63.5 =

A) 22.62
B) 25.32
C) 79.32
D) none of these

Answers

13. **Subtract:**

$3.64 - .236 =$

A) 2.306
B) 3.306
C) 3.404
D) none of these

14. **Subtract:**

$74.3 - 6.58 =$

A) 8.5
B) 67.72
C) 77.88
D) none of these

15. **Multiply:**

$$\begin{array}{r} 69.27 \\ \times\ .38 \\ \hline \end{array}$$

A) 26.3226
B) 263.226
C) 2,632.26
D) none of these

16. **Multiply:**

$$\begin{array}{r} 70.4 \\ \times\ 4.55 \\ \hline \end{array}$$

A) 6.336
B) 32.032
C) 319.320
D) none of these

17. **Multiply:**

$$\begin{array}{r} 2946 \\ \times\ 7.007 \\ \hline \end{array}$$

A) 20,642.622
B) 22,684.200
C) 41,244.000
D) none of these

18. **Divide:**

$.87\,\overline{)\,6.438}$

A) .74
B) 7.4
C) 74.0
D) none of these

19. **Divide:**

$4.6\,\overline{)\,233.404}$

A) 50.74
B) 52.24
C) 57.30
D) none of these

Answers

20. **Divide:**

$.009\,\overline{)\,.000522}$

A) .00058
B) .0058
C) .058
D) none of these

21. 39.8 increased by 3% =

A) 1.119
B) 40.994
C) 51.74
D) none of these

22. 24.7 decreased by 6% =

A) 1.482
B) 9.88
C) 20.6
D) none of these

23. What is 8% of 4.56?

A) .57
B) 3.99
C) 4.1952
D) none of these

24. 63% of 637 =

A) 10.111
B) 57.33
C) 401.31
D) none of these

25. 3.7% of 951 =

A) 25.703
B) 35.187
C) 257.027
D) none of these

26. $\dfrac{2.0976}{23.0}$

A) .0912%
B) .912%
C) 9.12%
D) none of these

Answers

27. 14/32, changed to a decimal, =

A) .4375
B) 4.375
C) 43.75
D) none of these

28. What is the sum of .941 and 3 2/5, written as a decimal?

A) 4.141
B) 4.341
C) 4.441
D) none of these

29. Which of the suggested answers is the largest number?

A) 195/20
B) 196/98
C) 5.0025
D) .750

30. Which of the suggested answers is the smallest number?

A) .78
B) 40/45
C) .87%
D) 7/8

31. Multiply:

3 8/15 x 18 =

A) 9.6
B) 54.53
C) 63.6
D) none of these

32. Multiply:

3/8 x 768 =

A) 96
B) 288
C) 298
D) none of these

33. 5/9 of 352 =

A) 39 1/9
B) 195 1/9
C) 195 5/9
D) none of these

Answers

34. If a = 21 and b = 3, then $\sqrt{1 + ab}$ =

A) 8
B) 25
C) 64
D) none of these

35. If a = 4 and b = 37, then $\sqrt{ab - 4}$ =

A) $\sqrt{37}$
B) 12
C) 144
D) none of these

36. If a = 4 and b = 6,

then $\frac{1}{2}ab^2$ =

A) 50
B) 72
C) 144
D) none of these

37. Multiply:

4/7 x 39.13 =

A) 22.26
B) 223.6
C) 233.6
D) none of these

38. Multiply:
2 hours,
21 minutes
x 3 = ? hours

A) 4 1/15 hours
B) 5 23/60 hours
C) 7 1/20 hours
D) none of these

39. Divide:

8 feet,
3 inches
÷ 3 = ? feet

A) 2 2/3 feet
B) 2 3/4 feet
C) 2 5/12 feet
D) none of these

40. The number 843 means:

A) 84 x 100 plus 3
B) 8 x 100 plus 4 plus 3
C) 800 plus 40 plus 3 x 0
D) 8 x 100 plus 4 x 10 plus 3 x 1

MATHEMATICS - REASONING

Directions: Circle the letter that indicates the correct answer.

1. What common fraction is the equivalent of .625%?
   a. 3/5
   b. 5/8
   c. 4/5
   d. 2/3

2. A boy picked one bushel of blueberries and sold 24 quarts. How many quarts were left?
   a. 8
   b. 4
   c. 12
   d. 20

3. The ratio of the number of ounces of fruit juice to the number of ounces of water in a soft drink is 1:4. How many fluid ounces of fruit juice and of water are needed to make a gallon of the drink?
   a. 28.5 fl. oz. : 106.8 fl. oz.
   b. 32.4 fl. oz. : 110.0 fl. oz.
   c. 25.6 fl. oz. : 102.4 fl. oz.
   d. 30.2 fl. oz. : 112.2 fl. oz.

4. The average weight of the players on a basketball team is 153 pounds. If the weights of four of the players are 143 lb., 137 lb., 164 lb., and 149 lb., what is the weight of the fifth player?
   a. 145
   b. 167
   c. 172
   d. 175

5. Compound interest on $100 at 4% for 3 years compounded annually is how much more than simple interest on the same principal at the same rate for the same period of time?
   a. $4.48
   b. $.48
   c. $3.64
   d. $.84

6. A kilometer is equal to approximately 5/8 mile. At that rate what is the speed of an airplane in kilometers per hour when the speed of the airplane is 300 m.p.h.?
   a. 360 km.p.h.
   b. 480 km.p.h.
   c. 440 km.p.h.
   d. 420 km.p.h.

7. A regular hexagon is inscribed in a circle having a diameter of $4\frac{1}{2}$ inches. What is the perimeter of the hexagon?
   a. 15.9
   b. $20\frac{1}{4}$
   c. $13\frac{1}{2}$
   d. not given

8. If 7y = 28, then 2y =
   a. 1/4
   b. 1/2
   c. 4
   d. 8
   e. 16

9. In which of the following ways could 168 pencils be packaged for shipping?
   a. 11 boxes with 18 pencils in each.
   b. 14 boxes with 12 pencils in each.
   c. 17 boxes with 14 pencils in each.
   d. 24 boxes with 12 pencils in each.
   e. 28 boxes with 11 pencils in each.

10. If the maximum speed at which a certain man drives is 10 per cent above the speed limit, what will be his maximum speed in miles per hour in a 50-mile-per-hour zone?
   a. 50 1/5
   b. 51
   c. 54
   d. 55
   e. 60

11. On a certain day, 12 babies were born in hospital H. Of these, 2 babies were twins, 3 were triplets, and the rest were "single" babies. How many mothers gave birth to babies in hospital H that day?
   a. 6
   b. 7
   c. 8
   d. 9
   e. 12

12. A boy begins counting at a number, omits the next three numbers, counts the next one, and so on. The fourth number he counts in this way is 17. At what number did he start counting?
   a. 14
   b. 11
   c. 8
   d. 6
   e. 5

13. The level of a river increased 7 inches on the first day of a 3-day period and 11 inches on the second. How many inches did it decrease on the third day if it averaged an increase of 4 inches per day for the 3 days?
a. 3
b. 4
c. 5
d. 6
e. 9

14. Which of the following fractions is greater than 2/3 and less than 3/4?
a. 5/8
b. 4/5
c. 7/12
d. 9/16
e. 7/10

15. If y is a positive whole number, then which of the following is greatest?
a. 11y/20
b. 11y/21
c. 11y/24
d. 12y/24
e. 13y/24

16. A box with a square base is filled with grass seed. How many cubic feet of seed will it contain when full, if the height of the box is 2 feet and one side of the base measures 18 inches?
a. 3
b. $4\frac{1}{2}$
c. 6
d. 36
e. 648

17. The parcel post rate is x cents for the first pound and y cents for each additional pound or fraction thereof, x being greater than y. Two packages weighing 5 pounds and 6 pounds may be sent either separately or combined. Which of these two methods of sending would be the cheaper and by how much?
a. Separately - saving of y cents.
b. Combined - saving of (x-y) cents.
c. It makes no difference.
d. Separately - saving of x cents.
e. Combined - saving of y cents.

18. On map R an inch represents 20 feet. On map S an inch represents 30 feet. An area of 1/4 square inch represents how many more square feet on map S than on map R?
a. 100
b. 125
c. 150
d. 250
e. 500

VOCABULARY

- analogy
- boldface type
- clarity
- compare
- cram
- define
- demonstrate
- describe
- determine
- dimension
- emphasize
- essay
- estimate
- explanation
- fact
- generalization
- idea
- illustrate
- inference
- italics
- logical
- method
- objective
- opinion
- preparation
- principles
- relate
- sequence
- specific
- subjective
- supporting details
- survey
- systematic
- technique
- test wise
- trace

FILMS

Homework: Studying on Your Own

How Honest Are You?

How To Concentrate

How To Remember

How To Study

How To Take a Test

Improve Your Study Habits

Keep Up with Your Studies

Reading Improvement: Comprehension Skills

Reading Improvement: Defining the Good Reader

Reading Improvement: Effective Speeds

Reading Improvement: Vocabulary Skills

Speeding Your Reading

What's the Good of a Test?

FILMSTRIPS

How To Take a Test

Increase Your Stock of Words

Listening and Reading Skills

Preparing To Study

What To Ask, How and Where To Find the Answers - Part 1

What To Ask, How and Where To Find the Answers - Part 2

Why Study?

GROUP DYNAMICS

OBJECTIVES: GROUP DYNAMICS

To introduce the students to the importance of cooperative groups

To study the factors affecting group dynamics

To study the characteristics of a group leader

To examine the personality roles found within a group

To expose the students to the fundamentals of meeting procedures

To deepen an appreciation of human dignity and organization

To analyze the positive and negative influences present within a group

To practice the principles of group dynamics

INTRODUCTION

Man has achieved a civilized society through his basic ability to function effectively in group situations. Working together cooperatively, the American civilization has achieved a great democratic society. America needs to continually evaluate the importance of the individual and his role in society to expand this democratic culture.

I. NEED FOR FUNCTIONALLY EFFECTIVE GROUP PROCESSES

An individual cannot accomplish in one lifetime all the needs of society. One person cannot provide food, shelter, clothing, luxuries, and services to everyone in a community. This must be a shared responsibility of the group. Man must work with others effectively to provide for the family, the community, and the nation.

A. America's democracy is based upon the importance of efficient group work. The United States needs to continually examine the role of the individual and the group.

B. Group organization and effective participation of the members should lead to orderliness and achievement of goals.

C. Group processes begin in the home. The strength of the home is based upon the contribution of the individual to the family group.

D. Effective group processes should lead to dignity within a society.

E. Clubs and school organizations need to practice group dynamics to operate smoothly.

F. Outstanding civic groups practice good group dynamics to function effectively and achieve desired goals.

G. Working effectively in groups is required of individuals in industry, government, and education.

II. CHARACTERISTICS OF A GOOD GROUP PARTICIPANT

There are certain characteristics that make an individual an outstanding member of a group. One should:

A. Be a hard worker.

B. Be respectful of the group leadership.

C. Be loyal to members of the group and to the group leader.

D. Be kind and considerate of the feelings of others.

E. Be ambitious.

F. Be helpful to others and a team man.

G. Have a pleasant disposition.

H. Be energetic.

I. Be individualistic.

J. Have a positive personality.

K. Respect the dignity of all men.

L. Respect the opinions of others.

M. Be an active participant.

III. GUIDELINES FOR GROUP MEETINGS

One should have a basic understanding of the guidelines for group work. Organization usually leads to the successful completion of an objective. For a group to have a successful organization, there are certain fundamental principles that have proved to be effective in group work.

A. One should recognize several important fundamental concepts of group dynamics.

   1. The best interest of the group is of the greatest importance.

   2. Each subject or function of the group must be handled individually in a prescribed sequence.

   3. All members have equal rights to participate in the group activities.

   4. Common courtesies should be respected in group dynamics.

B. An organization needs leadership to effectively accomplish mutual goals.

   1. The president is the chief executive of an organization and the key person in a group.

      a. The president is the chairman of all regular group meetings.

      b. It is the responsibility of the president to appoint committees and participate in the activities of the committees.

      c. The president coordinates all projects and activities of the organization.

      d. As the top official, the president represents the organization at all leading functions.

2. The vice-president serves as an assistant to the president and presides in his absence.

3. The secretary is the recorder of all group activities. The permanent record of all activities in a meeting is called the minutes and it is the responsibility of the secretary to keep these records.

4. The treasurer is the custodian of the financial status of a group. It is his responsibility to report periodically to the organization the status of the group finances.

5. The sergeant at arms is responsible for the order of the group meeting. It is his responsibility to remind members of the basic rules for the meeting procedures.

6. The parliamentarian serves as an authority on correct parliamentary procedure and keeps the lines of communication in the meeting functioning properly.

7. The historian records major club events of the year in an organizational record.

C. A leader should have outstanding personal characteristics to effectively lead an organization. A leader should:

1. Be a good worker and follower.

2. Be efficient.

3. Sense the needs of the group.

4. Be willing to accept responsibility.

5. Have strength of character.

6. Be interested in the thoughts and opinions of others.

7. Should live by a code of ethics.

8. Respect the rights and dignity of the individual.

D. There are certain rules that should be followed in conducting an organized meeting.

1. The order of business for a meeting should always follow a prescribed sequence.

   a. The president, or chairman, first calls the meeting to order.

   b. The roll is called to check the attendance of the group.

   c. The secretary reads the minutes of the previous meeting. The minutes should be officially accepted by the group as being accurate.

   d. The officers give a report on the status of the organization.

   e. The various committees report the progress of various activities.

   f. The unfinished business is brought before the group for discussion and action.

   g. After completion of the discussion of old business, the meeting is opened for new suggestions and new business.

   h. After all pertinent business has been discussed and considered, the meeting is adjourned.

2. The motion is a statement proposing an activity or action. There are several types of motions.

   a. The main motion is a proposition for the members of the meeting to consider. To be fully accepted as a genuine motion, another member of the organization must endorse or second the motion. There are several requirements of the main motion.

      (1) The motion must be presented in order. No other motion or business may be under consideration when the motion is presented.

      (2) The motion must be restated by the chairman.

      (3) The motion is considered through a discussion period. The membership discusses the positive and negative sides of the issue.

      (4) Every motion presented and seconded must be disposed of before continuing the meeting.

   b. A secondary motion amends the main motion or delays action on a motion.

      (1) A secondary motion may be used to refer a matter to a committee for consideration.

      (2) To hasten action of a group concerning the main motion may be an objective of the secondary motion.

      (3) A secondary motion may amend or alter the main motion.

      (4) The secondary motion may suggest a postponement of action.

   c. The secondary motion must be considered before taking action on the main motion. The secondary motion must be seconded and discussed by the group. The question is the call for a vote on the secondary motion.

3. An individual may interrupt the processes of a meeting under special circumstances.

    a. A person may interrupt the business to express a grievance under the statement of personal privilege.

    b. A point of general privilege may be raised when an adverse condition exists that affects the entire group.

4. One should follow certain courtesies as a member of an organization.

    a. In addressing the chairman and the group, one should stand.

    b. A member's opening remarks should begin with a direct statement to the chairman.

    c. A member should only speak after receiving the approval from the chairman.

    d. One should speak distinctly, enabling the entire group to hear the speaker.

GROUP DISCUSSIONS AND COMMITTEES

Group discussions are conducted on a much more informal basis than the formal organizational meeting. Many of the same rules of courtesy and procedure that are observed in the meeting apply to group discussions.

A. All groups should have an organizational structure.

    1. The discussion leader or chairman functions as the stabilizing influence over a discussion group. The leader does not participate in the actual discussion by offering his opinions, but keeps the discussion running smoothly.

    2. The recorder functions as a secretary of the group, keeping an accurate record of the group activity.

B. Everyone in a discussion group plays a definite role.

    1. Some members are positive in their group role and add to the movement and vitality of the discussion.

    2. Other individuals may have negative roles in the group and hinder progress.

C. The interaction, or exchange, of the members of a group is called group dynamics. Each individual contributes to the total complexion of the group.

SUGGESTED ACTIVITIES

A. Discuss the characteristics of the roles played by various people in a group. Consider the characters that follow and determine their contributions to group dynamics.

1. Ralph Resource is a leading authority concerning the matter under discussion. Ralph only contributes to the group when asked to clarify a point under consideration.

2. Opinionated Olivia is the know-it-all type. She has definite ideas on all subjects. In a meeting, Olivia doesn't listen to the points being made by others, she is busy thinking about her next statement. Olivia gets mad if you disagree with her too much.

3. Apathetic Alfred doesn't care if the walls cave in. He is bored with the whole matter. Alfred leans back in his chair and lets the world go by.

4. Domineering Dan is right in the middle of the discussion. He is leaning forward in his chair with both eyes flashing back and forth across the room. Dan has his hand in the air at all times trying to tell the group something that will straighten out all the problems. After being recognized by the leader, Dan rambles and rambles. Dan forces the issue and presses the group to agree completely with his views because he knows in his own mind he is right.

5. Attentive Ann is very interested in the meeting. She listens to the entire discussion and respects the opinions of others. Ann gives her opinion occasionally when she thinks it will help the progress of the group.

6. Timid Tim is very shy. He is interested in the group but is too shy to express his opinion. When the chairman asks him to give his opinion, Tim drops his head to his chest and stares at the floor.

7. Sarcastic Sam looks for the mistakes of others. He delights in making sneering comments to his friends about various members of the group. Sam doesn't like the group leader and thinks he could do a much better job himself.

8. Enthusiastic Ellen is very interested in the group. She works hard to see that all the projects are successful. Ellen is a very cordial person and readily contributes to the group discussion.

9. Disrespectful Doris is a smart girl but she has certain problems that plague her regularly. Doris is so thrilled with her own ideas that she forgets to get recognition from the chairman to speak. She blurts out her comments at will and often interrupts others in the middle of statements.

10. Talkative Tom usually selects a seat in the rear of the room and enjoys being with his friends. Tom leans over in his chair and ducks his head behind the boy in front of him. Now that he is in position, Tom begins to discuss the upcoming football game with his buddies.

11. Aloof Albert is above it all. He thinks everything is a little too juvenile for him. Albert feels he is much more mature than others and shouldn't be subjected to this situation.

12. Foggy Faye isn't quite in focus with the group. Faye leans on one elbow on the desk and stares into space. She has just been named the Orange Bowl Queen and the parade has started down Biscayne Boulevard. The bands can be heard in the distance.

13. Verbose Victor is impressed with his vocabulary. He can spout large, tongue-twisting words that no one can understand. Victor uses great gestures to emphasize his points and talks at long length in an important tone concerning his opinions.

14. Sour Sally has a wrinkled mouth and a frown on her face. She is sensitive. Sally doesn't think the discussion leader is very considerate. After all, she had been in the meeting seven minutes and he hadn't bothered to ask her opinion on anything. Sally was hurt.

15. Friendly Frieda likes most people. She loves to enter a discussion and enjoys listening to others. Frieda usually has a smile on her face.

16. Late Arriving Larry is never on time. He usually shows up about ten minutes after the meeting has started. Late Arriving Larry ducks in the back of the room during the meeting and begins asking everyone what is going on in the discussion.

17. Gossiping Gertrude talks incessantly about what is wrong with the group and people. Gertrude will talk critically to others about the leader and then tells the leader in confidential tones what they have said. Gertrude criticizes Sam when talking to Dianne and criticizes Dianne when talking to Sam. Soon, however, Sam, Dianne, and the group leader learn the secret characteristics of Gossiping Gertrude.

18. Giggling Geraldine thinks everything that happens is a riot. She giggles and snickers almost uncontrollably. Giggling Geraldine has several friends that amuse her very much. All Geraldine has to do is look at a certain girl and the snickering starts.

19. Critical Carl is intelligent. Carl has a good mind but he is intolerant of others. Criticizing the mistakes of others is one of Critical Carl's main characteristics. Often Carl criticizes people during a meeting causing an embarrassing situation.

20. Team-Man Tom is one of the leaders in the group. Tom has a lot of good ideas but he doesn't let his personal views take priority over the good of the organization. People use Team-Man Tom's ability to get people together and to work cooperatively.

21. Doodler Dianne is continually drawing and doodling on scratch paper during a meeting. Dianne doesn't hear what is going on in the meeting because she is too busy with her doodling.

B. The students should be encouraged to suggest personalities found within a group and define the following character types:

1. Agitating Anna
2. Compromising Carl
3. Negative Norman
4. Harry Humorist
5. Cleta the Clown
6. Perceptive Paul
7. Summarizing Sally
8. Drummer Don
9. Abusive Albert
10. Disinterested Dina
11. Always Agreeing Anna

C. Discussions should be conducted with the groups.

1. What are the characteristics of a good leader?
2. What is meant by the term, group dynamics?
3. Discuss the damaging effects of gossip within a group.
4. Use the example that follows as a method of illustrating the inaccuracies of gossiping. Tell the first student on the first row the information. Each student will pass the information along by whispering the message to the next person. The last person in the room will state the message exactly as he heard it.

> "Frank was going to take Marjorie to the prom but found out from his Dad that he couldn't get the car that night. He was worried to tears trying to figure out what he was going to do. Finally, Fred invited him to double date with him. That solved the problem because Fred had a new Mustang, a car named after a horse."

5. What should the group leader do about timid people within a discussion group? What about dominant people?

6. How should the recorder be selected for a group?

7. Describe the various types of motions and illustrate how they are used correctly.

8. What does the term, negative, mean to you? Positive?

CODE OF ETHICS

During the study of group dynamics, the students should democratically construct a code of ethics.

A. The code of ethics should bear the name of the organization and be developed cooperatively by the students.

B. A student committee should be given the responsibility of leadership in the development of the code of ethics.

C. The theme of the code should state the desire of the students to prepare for a productive life.

D. The code should encourage the students to prepare for a vocational or educational goal in life.

E. The code should set standards of behavior.

F. The code should be developed through organization and planning.

   1. The counselors should present the idea of developing a code of ethics to the group.

   2. The committee should discuss the importance of a code of ethics.

   3. A Code of Ethics Committee should be formed under student leadership to develop a code of ethics.

   4. A rough draft of the code should be developed and presented to the students for consideration.

   5. After gleaning the suggestions from the group, the Code of Ethics Committee should write a final draft of the code for approval.

   6. The code of ethics should be presented to the students. If it receives a two-thirds majority vote of ratification, the code should be adopted by the group.

   7. A final copy of the code of ethics should be posted on the bulletin board.

VOCABULARY

achievement
adjourn
adverse
agenda
aloof
ambition
analyze
apathetic
appreciation
attentive
business
chairman
characteristic
civilization
code
committee
contribution
courtesy
critical
culture
democracy
dignity
discussion
disposition
domineering
effective
ethics
enthusiastic
factor
function
fundamentals
goals
gossip
group
group complexion
group dynamics
individual
influence
interrupt
leader
motion
negative
opinionated
order
organization
participation
perceptive
positive
practice
presiding
principles
procedures
process
question
recorder
redundant
report
resource
responsibility
sarcastic
sequence
timid
verbose

FILMS

Are Manners Important?

Are You a Good Citizen?

Discussion Techniques

Does It Matter What You Think?

The Good Loser

The Gossip

The Griper

Group Discussion

How To Conduct a Discussion

It Takes All Kinds

Learning from Class Discussion

Let's Discuss It

Teamwork

Who Should Decide?

BETTER DRESS EMPHASIS

OBJECTIVES: BETTER DRESS EMPHASIS

To provide a program to stress the importance of dress in everyday life

To provide time to examine and study the importance of appropriate dress for job interview, business, and other occasions

To study patterns, colors, and texture of clothing to determine suitable combinations

To become familiar with vocabulary associated with proper dress and cleanliness

To present resource programs in cooperation with the community to emphasize acceptable dress in southern Florida

To provide group and individual activities for the study and display of proper dress

To develop a "Better Dress Week" emphasizing dress standards for all occasions

SUGGESTED OUTLINE FOR BETTER DRESS EMPHASIS

I. COLOR AND COLOR COMBINATIONS

Clothes should be selected carefully and with consideration. Shirts, blouses, pants, skirts, and other items of wear must be matched with other clothing in order to provide an attractive appearance. Color combinations should be considered in selecting clothing for all occasions.

A. Suggestions for Color Combinations

1. Limit the number of colors used in dress to three at a time. Too many colors tend to present an undesirable effect.

2. There are four basic colors in clothing -- black, gray, blue, and brown with varying shades.

    a. These colors are basic ones upon which the clothing outfit is selected. They are like the foundation of a house, they support the other colors to be worn.

    b. Boys would use these colors for pants, sport coats, jackets, and suits.

    c. Girls would wear the basic colors for skirts, suits, hats, sweaters, and accessories. Other clothing would be selected to match or complement these colors used.

3. For the person with a limited budget to spend for clothing, the basic colors are the best investment. These colors can be worn with brighter colors and provide the person with a wider selection of outfits.

4. Some accent colors are red, purple, pink, and yellow. Accent colors are those that brighten the outfit, provide a contrast, and give it life.

5. Accessories are items that one wears with clothing and should match or complement the clothing being worn. Shoes, belts, and handbags are examples of accessories.

    a. A person usually buys the accessories in the basic colors. When these items are in the basic colors, they may be worn with any outfit. Thus, they can be used more often.

    b. For girls the shoes, belt, and handbag should be the same shade of color. As mentioned before, it is less expensive to buy these items in brown, black, gray, or blue because these colors will blend with almost any color dress. White shoes should be worn with a white purse.

c. For boys the belt and shoes should be of the same color. The color of the shoes should match the occasion. Black shoes should be worn for evening and formal wear. Extremely light colored shoes are not considered in good taste for most activities.

6. Accent colors should be worn with a basic color for most activities. An example of this would be a red shirt and black or gray pants. Red is the accented color and gray or black is the basic color.

    a. Never wear two accent colors together for good dress. For example, never wear green pants and a red shirt, or light green shirt and purple pants.

    b. This general rule is true in most cases. However, girls may wear brighter colored garments or clothes than boys.

7. Bright colors may be worn for casual activities but should not be used for formal wear.

    a. Church and other special places call for conservative colors. Loud, gaudy colors should be avoided.

    b. White shoes should not be worn in winter. This color is reserved for spring and summer.

8. Boys should select shoes in black and brown for most occasions.

    a. Avoid loud or bright colored shoes. These colors are flashy for boys and are reserved for feminine wear.

    b. Never wear white shoes with dark clothing and avoid wearing white with suits or sport jackets.

9. The white dress shirt is the most appropriate of all dress shirts. The suit or sport coat looks smart contrasted with a clean, well-pressed white shirt. Colored shirts should be worn with care.

II. CLOTHING PATTERNS

A. Plaids

Clothing with a plaid print is generally set off with overlapping lines of various colors forming a square pattern. Plaids come in many sizes and colors.

1. Wear plaids with discretion. Plaids should be worn with solid colors. A plaid shirt or blouse should be worn with pants or skirt of solid color. A plaid tie or belt should not be worn with a plaid shirt, coat, or pants.

2. Plaids are usually worn for casual wear.

3. Stripes and plaids should not be worn together.

4. The predominant or outstanding color of the plaid design should match the solid colors being worn.

B. Stripes

Stripes — vertical, horizontal, or diagonal — are used to give a pattern to clothing.

1. Avoid wearing two different striped patterns of clothing at the same time.

2. The color of the striped pattern should agree with the rest of the clothing to be worn.

3. Stripes should be worn for casual wear.

4. Stripes should be selected according to the body build of an individual.

    a. Thin or tall people should wear clothing with horizontal stripes. This pattern makes the individual look larger or shorter.

    b. Vertical stripes give a thin, sleek look to a person. Large or short people should select clothing with vertical stripes.

C. Dot Patterns

Dot patterns should be worn with solid colors only.

III. CLOTHING NEATNESS

A. Shoes and Shoe Styles

1. The shoes should always be polished. Wax polish protects the shoes giving them longer life.

2. Shoe trees will add life to the shoes and keep them in good shape.

3. High-heel shoes should be worn for dress-up wear and for office work. Shoes in the basic colors provide the best appearance for the limited budget.

4. Care should be taken to avoid extreme styles of shoes. Boots, sharp pointed shoes, and other fad fashions are not in good taste for young men. Loafers are for casual wear.

5. Large heel taps are not in good taste.

6. Keep shoe heels in good repair at all times.

B. Socks

1. Boys' socks should be selected to match the color and pattern of the clothing to be worn.

2. Girls should wear stockings to be well-dressed.

3. Avoid new fads in hose that come in colors or designs. They are not practical.

4. Never wear socks or hose more than one day without washing.

5. Do not wear socks or stockings that are torn or full of holes.

C. Underclothing

Underclothing should be changed and washed daily for health and social reasons. In the warm summer weather, underclothing often needs changing in the morning and again in the evening.

D. Pants

1. Pants should always be clean. Keep pants pressed and hang them up each night on a hanger.

2. Save an old pair of pants for playing or for working.

3. Buy pants that fit comfortably.

4. Always wear a belt with pants unless they are made with a built-in belt.

5. Select pants that are appropriate for school. Avoid extreme styles.

E. Skirts and Dresses

1. Dresses should be of appropriate length. The dress length should not be too short or too long. Avoid extreme hem lines above the knees.

2. Dresses should be neatly pressed and starched when necessary.

3. Dresses should be changed daily.

4. Hanging dresses up after wearing them is very important.

5. Be careful with clothes requiring dry cleaning. Many laundries now have self-service dry cleaning equipment and the individual can do his own dry cleaning very reasonably.

F. Hats

1. Often, boys have a desire to wear colorful hats and caps which are acceptable for casual occasions. Caps and hats are not usually worn in Florida during the evening or on a date. Do not embarrass your friends or a date with extreme hats.

2. When wearing a hat, make sure it goes with the other clothes you are wearing in color and pattern.

G. Coats

Coats should be in neutral or basic colors, which may be worn with any clothing.

H. Ties

1. The tie should be slim in shape.

2. Wear solid ties with coats or pants that have a pattern.

3. Ties should be fitted with a Windsor knot for best appearance.

I. Some Suggestions for Boys

1. Keep good clothes for church, school, and social activities.

2. Dark, solid-colored socks should be worn with dress clothing.

3. Socks should match the tie to be worn in color shade.

4. An undershirt protects shirts from excessive wear.

J. Some Suggestions for Girls

1. Tall girls can wear large hats, use big handbags, and wear wide belts.

2. Large girls will add pounds to their appearance if they wear two-piece dresses and brilliant colors. Large girls should wear small hats.

3. Small girls should select dainty accessories and avoid large hats.

DRESS FOR THE JOB INTERVIEW

The individual should be dressed in good taste and have all clothing in neat order when applying for a job. Girls should wear heels and an appropriate dress. Boys should wear a coat and a tie.

CHECK LIST OF DRESS FOR THE INTERVIEW

	YES	NO
HAIR		
Neatly combed or brushed	___	___
Clean and neat	___	___
Cut and trimmed	___	___
FACE		
Clean shave	___	___
Washed clean	___	___
Ears and neck	___	___
HANDS		
Fingernails trimmed	___	___
Fingernails cleaned	___	___
Hands washed thoroughly	___	___
BODY		
Clean and bathed	___	___
Deodorant used	___	___
UNDERCLOTHING		
Fresh and clean	___	___
Changed regularly	___	___
CLOTHING		
Pressed	___	___
Clean	___	___
Clothes brushed	___	___
Necktie free of spots	___	___
Handbag clean	___	___
Extravagant costome jewelry eliminated	___	___
Patterns of clothes match	___	___
Colors used in good taste	___	___
TEETH		
Clean teeth and pleasant breath	___	___

QUESTIONS FOR DISCUSSION

1. How do work clothes differ from school clothes?

2. What do you think are some problems people have with their dress and appearance?

3. Why do you think dress is important on the job? Would a salesman dress the same as a television repairman?

4. Do you think deodorant is necessary?

5. What is an accented color?

6. What is a basic color?

7. Tell what you know about patterns and designs in clothing.

8. What are some things a thin person should know about dress?

9. A short, stocky person needs to dress differently than a tall person. Tell some of the things you think a heavy person would wear.

10. If you were going out to be interviewed as a salesman, how would you dress for the interview?

11. What percentage do you think appearance and dress count in getting a job? (Show filmstrip, The 90 Percent YOU)

12. To have an attractive appearance, is it necessary to be handsome or pretty?

13. Discuss these two words: "appropriate" and "businesslike."

14. What does the following sentence mean to you? "A first class appearance is a letter of introduction you can write for yourself."

15. What is meant by "clothes sense"?

16. Henry Jones was what you would call a snappy dresser. He wore bright green continental pants, a pale pink shirt, and a madras tie. His light pink striped sport coat was clean and fresh. His hair was combed carefully and his shoes were shined. He remembered he should have used some deodorant, but he had taken a shower. Working on the car the night before left some grease under his nails, but his hands were clean. His handkerchief was a little gray when he covered his sneeze. Do you think Henry was hired for the job? Why, or why not? What do you think Henry could have done to improve his appearance? What would you wear to an interview?

QUESTIONNAIRE: CLEAN CLOTHES

	YES	NO
SHIRTS AND BLOUSES		
Have you worn it before?	___	___
Is it ironed?	___	___
Is the collar clean?	___	___
Does it smell fresh and clean?	___	___
PANTS AND SKIRTS		
Are they pressed and creased?	___	___
Does it smell clean and fresh?	___	___
SOCKS AND HOSE		
Are they clean?	___	___
Do the socks match the outfit?	___	___
Do the socks match each other?	___	___
Do they have an odor?	___	___
UNDERCLOTHES		
Are they clean?	___	___
Are they changed daily?	___	___
COLORS		
Do your colors match?	___	___
Are you wearing too many colors?	___	___
PATTERNS		
Are you wearing mixed patterns? (Example - plaid with stripe, plaid with plaid)	___	___
Do the colors in your patterns match the other clothing?	___	___

VOCABULARY

These vocabulary words are related to the study of dress and fashion. The counselor will use these words for classroom discussion and project principles and ideas by encouraging the student to react to the words. Guidance will avoid dwelling upon the mechanics of using the word, but will teach it incidentally.

accented colors
accessories
ambition
applicant
appreciate
basic colors
bizarre
business
career
casual
cleanliness
combination
confidence
conservative
cuff
dainty
dandruff
deodorant
dismissal
employment
extravagant
extreme
fabric
fashion
feminine
formal
frayed
garment
grooming
habit
handkerchief
harmony
horizontal
immaculate
impression
interview
jewelry
madras
masculine
neat
negligence
neutral
objectionable
oxfords
plaid
posture
precaution
pumps
qualifications
salesman
self-analysis
shampoo
stenographer
suit
suitable
tailored
vertical
wardrobe

SUGGESTED ACTIVITIES

. FILMS

- A More Attractive You
- Good Looks

FILMSTRIPS

- Care of Your Clothes
- Color in Your Clothes
- Designed for You
- Look at Your Future
- The 90 Percent YOU
- The Science of Personal Appearance
- What Clothes Should I Wear?

PERSONAL COUNSELING SESSIONS

The counselors will provide a program of counseling to discuss personal problems with the students individually. The service will be available to the student upon request, or the counselor may call in a student for a private conference concerning dress.

RESOURCE PEOPLE

Resource people from the community will be invited to visit the Laboratory to discuss proper dress in business and social relationships.

BETTER DRESS WEEK

OBJECTIVES

To provide a program of better dress emphasis

To work closely with the home economics department in the development of a fashion show

To develop a fashion show contrasting various types of dress to be worn on all occasions

To involve the students in planning, organizing, staging, participating, and narrating the fashion show

Posters

Posters should be made by students to announce the program. Individual and committee work should be displayed.

Assembly

An assembly should be held and staged as a radio or television show. The program should be presented by students as a fashion show with the students being the models.

Dress examples should vary and couples should model dress for various activities. Some of these might be: clothes for -- football games, church, school, rainy weather, movie dates, prom wear, job interviews, beach wear, picnics, fishing trips, dinner dates, college clothes, shopping downtown, school dances, parties, and clothes for jobs in the area.

Resource Speakers

Persons from the community will be used during Better Dress Week to provide programs for the students. Speakers may be from the fashion departments of leading department stores, modeling agencies, consultants from cosmetic companies and dress manufacturers in the area.

DRESS TEST

This quiz may be used as a pretest and an examination to evaluate student knowledge. It will not be graded or assigned a letter mark.

1. One of the following is not a basic color.
   a. blue b. brown c. red d. black e. gray

2. Usually two of the following colors are not worn together:
   a. blue and gray b. blue and white c. red and gray
   d. pink and yellow e. black and green

3. Which of the following best describes how girls' clothing generally differs from boys'?
   a. tighter b. more colorful c. more expensive
   d. cleaner e. you can wear them longer before cleaning

4. Which one of the following is not an accented color?
   a. yellow b. green c. purple d. blue e. pink

5. In what season would you wear white high-heel shoes?
   a. fall b. winter c. summer d. any season

6. What clothing combinations would not be appropriate?
   a. plaid tie and dark coat b. striped coat and solid-color tie
   c. solid-color pants and plaid shirt
   d. striped tie and striped jacket

7. A large person should wear one of the following:
   a. bright clothes b. big hats
   c. two-piece dress d. dark clothes

8. Which of the following is the most important item?
   a. powder b. rouge c. lipstick d. deodorant

9. What color shoes should boys wear for formal occasions?
   a. black b. brown c. blue d. tan e. white

10. If you could buy only one pair of pants, which color would you select?
    a. chartreuse b. pink c. gray d. purple e. red

11. When would boys wear white socks?
    a. movie dates b. dances c. prom d. church e. picnic

12. Small girls should wear:
    a. dainty accessories b. large accessories

13. Underclothing should be changed:
    a. once a week b. every other day c. every day d. twice a week

14. What is the number of different striped pieces of clothing that can be worn together?
    a. one b. two c. three d. four e. five

GROOMING

OBJECTIVES: GROOMING

To study the importance of good grooming practices in modern society

To examine the functions and the importance of the skin

To present the fundamental steps of skin care and cleanliness

To study basic guidelines of proper make-up applications

To examine the proper steps in facial care

To study the care of the hair

To study the care of the teeth

To consider the basic standards for good posture

To provide group and individual activities for the study of good grooming

To present resource programs in cooperation with the community to emphasize acceptable grooming standards

INTRODUCTION

Good grooming is a basic requirement of our society. To be socially accepted, an individual must know and practice the fundamentals of grooming.

I. SKIN CARE

The first consideration of good grooming is the care of the skin. The average person has approximately 2,600 square inches of skin covering the body. The skin contains over a mile of blood vessels and more than five miles of nerve fibers. The skin varies from one-twelfth of an inch to one-fifth of an inch in thickness. Recognizing the importance of the skin, one should establish a daily program of skin care.

A. The skin serves several important functions.

   1. The protection of the body is an essential function of the skin. As a body covering, the skin protects the delicate tissues from abrasives and the elements of weather.

   2. The elimination of waste materials takes place in the skin. Perspiration is the excretion of a fluid containing waste materials through the pores of the skin.

   3. The skin also regulates the temperature of the body.

B. To meet the standards of a civilized society, an individual should bathe regularly. A bath may serve more than one purpose.

   1. A leisure bath is desirable in the evening before going to sleep. If one has had a tension filled day, a lukewarm bath will induce sleep.

   2. Before going out in the evening, one may want a pep-up bath. A cool or cold bath will stimulate the body as the blood rushes from the skin to internal organs.

   3. In warm weather, a lukewarm bath has a cooling effect.

   4. The steam bath is best for relaxing tense muscles. After exposure to cold weather, emotional strain, or nervous tension, the steam bath is best.

   5. Some people do not care for the conventional bath, but prefer the shower. One should wet the body with warm water, step from beneath the spray, apply soap, then rinse the body thoroughly.

C. There are definite steps that should be considered when taking a bath.

   1. The temperature of the water should be carefully regulated. The extremely hot bath is considered dangerous if taken regularly. The hot bath extracts the oils from the skin and dries the skin.

2. A washcloth should be used with an acceptable soap that meets the individual taste for fragrance. A rich, sudsy lather on the skin will wash away dead skin cells, perspiration, soil, bacteria, and oil residues.

3. After scrubbing the body thoroughly with soap, one should wash the fingernails, elbows, toes, heels, and soles of feet.

4. Rinsing the soap from the body is important. The clean water washes from the skin the lather containing the impurities of the skin.

5. To prevent chapping, one should dry with a clean bath towel. One should pat dry to stay relaxed and rub briskly for pep and energy.

D. A regular routine of bathing daily will insure the elimination of most odor causing residues of the body. A bath should be taken after strenuous activities.

E. Washing the feet, hands, and face is not a satisfactory substitution for bathing. The failure to bathe regularly and properly is detected by friends and associates.

1. The first indication a person does not bathe regularly is the detection of body odor. The presence of odor is one of the most distasteful conditions a person can have in his association with others.

2. If bathing is not a regular practice, danger areas will reveal this laxity. Areas behind the ears, neck, wrists, elbows, and feet will show dirt quickly.

F. Deodorant is considered the most important single grooming aid.

1. Deodorants are marketed in several ways, including spray, roll-on, cream, and stick forms. Depending on personal taste, one may use any of the various deodorants effectively to prevent body odor.

2. Deodorants should be applied under the arms after the bath. Girls should keep the underarm free of hair by shaving regularly. The deodorant can be used in the afternoon or evening to freshen the body.

3. When taking a bath, one should carefully wash the deodorant from under the arm. Deodorant that has been used for a period of time will lose its effectiveness.

G. Special care should be given to the facial areas.

1. The face should be thoroughly washed at least twice a day. Using a mild soap, the washcloth should be used to scrub the face, eliminating dirt, dry skin, and bacteria.

2. Skin blemishes are a problem for most teenagers.

    a. Blackheads are likely to occur around the eyes and temples. When the oil glands overproduce cells, the cells accumulate in the pores of the skin, causing the formation of a blackhead.

    b. Careful cleansing of the skin with soap and water is the best treatment for blackheads. One should consult a pharmacist or physician before squeezing blackheads.

3. Pimples are bumps that are inflamed by bacteria in the skin and form a pus deposit. Cleanliness and the use of an antiseptic is the best method of controlling the spread of pimples. Washing the face with warm water is considered good therapy for the infection.

4. Whiteheads are thought to be an accumulation of oil and dead skin cells in the pore openings. Regular washing with soap and water will prevent the formation of whiteheads.

H. The diet is important to the growth of healthy textured skin.

1. Vitamin A is often called the skin vitamin. It is found in the yellow food series, such as carrots.

2. The secret to healthy skin development is a well-rounded diet. The daily meals should be a balanced diet of fats, carbohydrates, and protein.

II. MAKE-UP

Girls should follow basic guidelines in using make-up. Age, time, and circumstances should be considered in choosing proper make-up patterns.

A. Teenagers that have reached the appropriate age may use lipstick to bring out the high lights of facial features. Conservative shades of lipstick should be used to achieve the smart, well-groomed appearance.

B. Face powder can effectively be used to reduce the oily appearance of the skin. One should use care in applying the powder to avoid excessive use.

C. Eyebrow pencil may effectively be used to shape the eyebrow and give it color.

D. Perfumes and colognes should be used discriminately. Girls should use cologne and deodorant during the daylight hours and may prefer perfume on special evening occasions. One should use good taste in selecting perfumes and use them sparingly. The fragrance should not be so strong as to be detected distinctly in a group situation.

E. A golden rule of make-up is: "Make-up should be used to bring out the natural beauty of an individual. One should use make-up in a manner that it cannot be detected as present to the casual glance. Make-up should become a part of facial features accented and hidden in the features themselves."

F. A girl should have an assortment of face creams to soften and cleanse the skin.

III. FACES OF MAN

As a young man approaches adulthood, certain facial changes take place that require daily attention.

A. As a youth passes through the adolescent period, shaving becomes a necessary daily activity.

1. An electric razor may be used to shave the beard. If one chooses to use this method, the electric pre-shave lotion should be used on the face before shaving. Shaving twice a day is usually necessary if one chooses to use an electric razor.

2. The traditional approach to shaving is an effective method. A shaving cup, brush, and shaving soap is an inexpensive method of preparing a lather. However, the canned shaving cream is used by most people.

3. Cuts that occur while shaving should be cleansed with an antiseptic solution. If bleeding persists, a styptic stick is an inexpensive item that may be purchased at any drugstore to retard the bleeding. A styptic stick will usually stop the bleeding immediately.

4. An after-shave lotion is very effective for many reasons. The lotion invigorates the skin giving it a smooth, tingling sensation. The fragrance of the after-shave lotion should be conservative and one should avoid a strong smelling aroma.

IV. CARE OF THE HAIR

A. Girls should have a regular program of hair care. Washing the hair with soap and water is not considered an adequate method of hair care. One should shampoo the hair.

1. The first step in the shampoo is brushing the hair briskly to remove all tangles and surface dust.

2. The hair should be rinsed with warm water. The shampoo is applied and worked in, with the tips of the fingers, into a rich lather.

3. One should rinse the hair thoroughly with clean, warm water.

4. If the hair is extremely dirty, another application of shampoo may be necessary.

5. The hair should be rinsed a second time with warm water and dried with a towel.

B. Boys should use shampoo to wash the hair. By using shampoo, the oils of the scalp will not all be removed. Shampoo tends to prevent the formation of dandruff. Many shampoos contain solutions that prevent or cure dandruff.

C. There are certain techniques that may be used to bring out the beauty of the hair.

1. If an individual has dry hair, one should brush the hair daily to stimulate the secretion of oils in the scalp. Hair dressings and oils may be applied to the hair to give it sheen and body.

2. Oily hair presents a problem that cannot be cured but may readily be controlled. Frequent shampoos provide the best answer for this condition.

3. Dandruff may readily be controlled with medicated shampoos and rinses. The most common method of treating dandruff is by using shampoos designed to prevent its formation.

4. Fine, limp hair often presents a problem to young people. One should shampoo fine hair often and have it cut bluntly for body and shape.

V. CARE OF THE TEETH

The teeth are very important to general health. Often sickness and uncomfortableness may stem from defective teeth. Attractive teeth add to personal appearance. One should remember that healthy teeth and gums are related to nutrition, cleanliness, and dental care.

A. One should be familiar with the common problems of the teeth and gums.

1. Tooth decay is probably the most common dental problem. Regardless of the efforts of an individual, bacteria is present in the mouth. Some bacteria combines with carbohydrates forming acids that dissolve the enamel protecting the teeth. If unchecked, this process will continue to dissolve the teeth and decay will begin.

2. Pyorrhea is a disease that attacks the gums and is most commonly found in adults. Pyorrhea begins as a minor condition but may become advanced and endanger the teeth. All cases of pyorrhea should be referred to the dentist.

3. An abscess is a collection of pus at the root of a tooth caused by bacterial action.

B. All the essential food elements should be included in a diet contributing to healthy teeth and gums.

1. An abundance of proteins build strong teeth and gums. Proteins can'be found in meat, fish, poultry, eggs, milk, and cheese.

2. Green and yellow vegetables are vitally important to dental health. Broccoli, spinach, peas, turnips, carrots, and squash are the best sources for Vitamin A.

3. Vitamin C and Vitamin D foods are important teeth builders. Good sources include oranges, grapefruit, cantaloupe, tomatoes, apples, cabbage, and strawberries.

C. Cleanliness is the basis for good dental health. The teeth should be brushed regularly. For best results, one should brush after each meal to remove food particles from the teeth.

VI. POSTURE

All the beauty in the world will not help the appearance of a person with poor posture. One that has good posture will feel better, have better health, and will not tire easily.

A. Standing correctly and comfortably is an art that should be practiced. One should:

1. balance the weight of the body on both feet.
2. stand erect.
3. raise chest and shoulder blades to a comfortable position.
4. elevate the chin and head to a desirable position.
5. keep the hips and legs drawn together.
6. keep the abdomen flat and the arms to the sides.

B. One should have correct posture when seated. A person should:

1. sit back in the chair far enough for the backbone and hips to touch the back of the chair.
2. keep the abdomen flat, the head up, and the chest in a comfortable position.
3. keep both feet flat on the floor.
4. hold the top part of the body erect and straight.

C. To walk correctly, one should:

1. hold the body in a straight position.
2. keep the feet and hips close together.
3. take steps that are comfortable, not too long or too short.
4. hold the head upright.
5. keep the shoulders straight.

VII. SUGGESTED ACTIVITIES

A. Resource people from the community should be invited to discuss proper grooming in business and social relationships.

1. A secretary from industry could discuss the standards of grooming.

2. A representative of a cosmetic company could demonstrate the use of make-up in good taste.

3. A dental assistant could discuss the importance of dental care.

4. A personnel officer could discuss proper appearance.

5. A beautician could discuss proper care of the skin, hair, and nails.

B. The counselors should conduct discussion sessions with the students. Students should be encouraged to lead discussion groups.

1. John is a very outgoing person. He loves to talk to people and give his opinions on various subjects. John gets along with everyone very well except when he is close to a person. When John gets next to a group of people, he notices that a common reaction takes place. Everyone moves away from him. Although they talk to him and everyone thinks he has a nice personality, people just can't seem to stay close to John very long. He brushes his teeth regularly, fights unpleasant breath with mints, and takes a bath every night.

    a. What do you think is John's problem?

    b. Why isn't just taking a bath enough to fight body odor?

    c. Do you think unpleasant body odor can seriously affect the personal success of an individual?

    d. How often do you think a person should use deodorant?

2. Edgar has very definite ideas about things. He has argued with the coach about a point for a long time. The coach, in a discussion of health with the class, said everyone should wash his hair daily when playing sports. Edgar didn't agree with him. Here is his side of the story, "It all depends upon the type of hair a person has, long or short. If a boy has long hair, he should wash it more often than a person with a crew cut. Short hair doesn't get as dirty as long hair."

    a. What is your opinion on this subject?

    b. How often do you think Edgar should wash his hair if he has a flat top?

3. Examine the statements that follow to determine if they are fact or fancy.
    a. If a person takes a bath a day, it will weaken his physical condition.
    b. Long hair means physical strength.
    c. Deodorant is for sissies.
    d. Heavy eye make-up worn during the day makes a girl look refined and elegant.
    e. A goatee makes a teenager look important and mature.
    f. A mustache makes an 18-year-old look intelligent and masculine.
4. Discuss the characteristics of the following baths:
    a. A summer cooler
    b. A pep-up bath
    c. A relaxing bedtime bath
5. Discuss the steps in giving an individual a shampoo.
6. What is the correct use of deodorant? How often should one use deodorant?
7. What grooming steps should one take before applying for a job? What type of make-up should be worn to the job interview?
8. What are the functions of the skin?
9. Discuss the dental decay process. What is pyorrhea? What is an abscess?

PERSONAL GROOMING CHECK LIST

	YES	NO
HAIR		
I shampoo my hair regularly.	___	___
I keep my hair neatly combed.	___	___
I brush my hair daily.	___	___
I carry a comb with me.	___	___
TEETH		
I take steps to avoid bad breath.	___	___
I brush my teeth more than once a day.	___	___
I have my own personal tooth brush.	___	___
I brush my teeth thoroughly.	___	___
I visit the dentist twice a year.	___	___
FACE		
I shave regularly.	___	___
I use a washcloth.	___	___
I rinse my face thoroughly and pat dry.	___	___
BODY		
I take a bath daily.	___	___
I use deodorant everyday.	___	___
I keep my feet clean and dry.	___	___
I bathe after a strenuous activity.	___	___
I carefully wash my elbows, heels, neck, ears, wrists, back, and feet.	___	___
FINGERNAILS		
I clean my fingernails regularly.	___	___
I keep my fingernails trimmed.	___	___
MAKE-UP (For Girls Only)		
I do not wear heavy powder and rouge.	___	___
I wear make-up appropriate for my age.	___	___
I do not wear heavy eye make-up.	___	___
I try to blend the make-up in with my natural features.	___	___
I do not use strong scented perfumes.	___	___
POSTURE		
I sit up straight in a chair and avoid slouching.	___	___
I walk erect with my body in a straight line.	___	___
I bend from my hips when writing at a desk.	___	___
BUSINESS AND EMPLOYMENT		
I realize the importance of grooming on the job.	___	___
I realize grooming can mean the difference between success and failure on the job.	___	___

VOCABULARY

abdomen
abscess
application
associate
bacteria
barber
carbohydrates
chapping
cleanliness
cologne
conservative
cosmetology
dandruff
decay
defective
delicate
dentist
deodorant
diet
erect
essential
fats
features
feminine
fragrance
function
fundamental
grooming
hygiene
internal
invigorates
lukewarm
masculine
make-up
medicated
oil secretion
organ
podiatry
pore
posture
practice
protein
pyorrhea
rinse
shampoo
society
structure
styptic stick
tension
texture
vitamin

FILMS

Body Care and Grooming

Care of the Feet

Care of the Skin

Come Clean

Good Grooming for Girls

Hair Care

How To Be Well-Groomed

Make-up

Your Cleanliness

Your Teeth

FILMSTRIPS

As Others See You

Essentials of Diet

Keeping Clean

Personal Hygiene for Young Men

Personal Hygiene for Young Women

Posture and Exercise

Strong Teeth

The Teeth

Your Posture -- Good Or Bad

PERSONALITY

OBJECTIVES: DEVELOPING A POSITIVE PERSONALITY

To discuss the three basic needs of man

To incorporate the principles of human relations in the study of personality

To study common personality traits and evaluate their contribution to a positive personality

To enrich present personality patterns and help to establish an interest in personality

To study the family structure and the importance of personality traits in family relationships

To examine the important role of personality in getting along with friends

To stimulate interest in personality as it contributes to vocational choice and job success

To stimulate interest in coping with situations of everyday life through group activities

INTRODUCTION

This unit is written to introduce the student to the importance of understanding himself and getting along with others. The topics in the personality unit will cover situations that affect the student in the home, school, business, and social realms. The primary goal of this unit is to assist the student in preparing for a successful social and vocational life.

I. THREE PSYCHOLOGICAL DRIVES

All men share three basic drives of life. These drives are the security drive, the response drive, and the recognition drive. It is through an understanding of these drives that one can be better prepared for a study of personality and behavior.

A. The security drive is a desire for self-preservation.

1. Man continually strives against the elements of nature to survive and live a secure life.

2. Man struggles to secure a safe place in which to raise his family. This is the fight for group survival.

3. Man looks for security in groups. Being a member of a social group gives the individual a feeling of security and a sense of belonging.

B. The response drive is the desire to be a part of the family unit and produce offspring.

1. The natural love of the parents for the children is a part of the response drive.

2. Brotherly and sisterly affection and devotion spring from this drive.

3. As a result of the response drive, a strong sense of pride in the family group develops.

C. The recognition drive is the desire to be a part of society.

1. Man desires acceptance by the group.

2. Man strives for approval from the group through the recognition drive.

II. TWO BASIC FACTORS AFFECTING PERSONALITY

The personality of an individual is affected by the forces of heredity and environment.

A. Environment is the sum total of the conditions and influences which affect the life and development of a person.

1. The members of a family are considered environmental forces affecting personality.

2. The economic conditions of the home are important.

3. The religious and social concepts in the home are important environmental forces.

B. Heredity is the transmission of physical characteristics from parent to child.

1. Some areas of physical health and body size are based upon heredity.

2. The facial characteristics are contributed to the offspring through heredity.

3. Eye coloring is hereditary.

C. The contributions of heredity and environment are significant factors in the development of the human personality. It is through the understanding of the joint role of these two forces that one may improve his basic personality.

III. PERSONALITY CHARACTERISTICS

The personality of an individual can be described as the sum total of his characteristics. A person should be aware of these characteristics in order that he might better understand himself. After gaining this knowledge, a person can attempt to make improvements in his personality.

A. The physique and temperament of an individual contribute to the total personality structure.

1. Physique is a person's physical size and body structure.

2. Temperament is the name given to the characteristic mood of an individual.

B. Intellectual abilities contribute to personality. An individual may be talented in the artistic field and this intellectual ability will affect his personality.

C. Interests are important and should be considered in the study of personality.

D. Motivational dispositions are the life forces that lead people to strive for goals.

E. Expressive traits are used by the individual to display his inner feelings. Politeness, consistency, talkativeness, hesitancy, and criticalness are examples of expressive traits.

F. Pathological trends affect personality. Diseases and illnesses may place additional stress upon the individual.

IV. PERSONALITY AND EXPERIENCES

Personality is shaped in part by experiences common to our culture, experiences within the family, and those unique to the individual. Experiences are important to individuals in their various stages of development. Beginning with infancy, people have a variety of experiences each day.

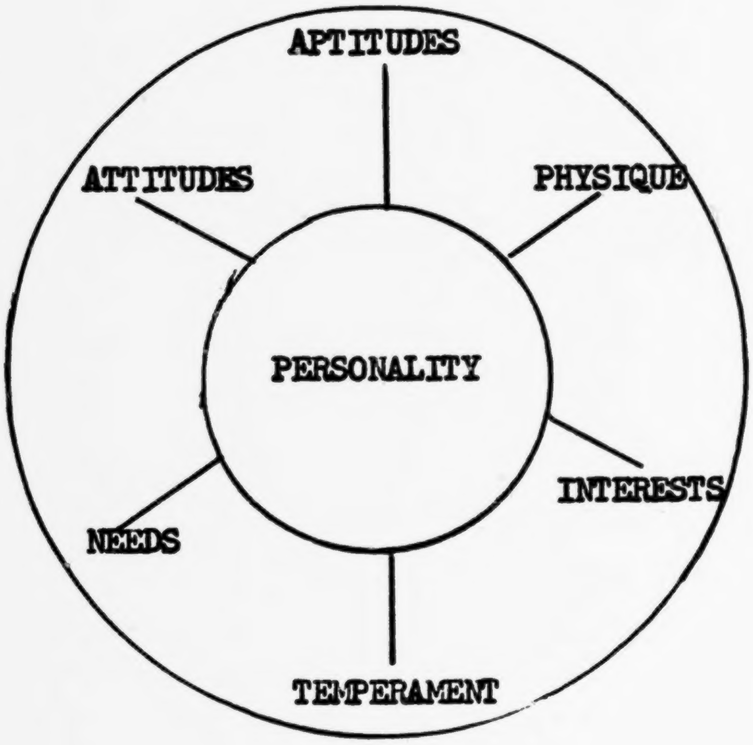
A. Some experiences are common to our culture. Americans all over our nation share many customs and traditions that are peculiar to our country. These experiences affect our personalities in a broad sense.

B. Family experiences contribute to the personality of an individual. Each family differs in attitudes and customs from other family groups.

C. Probably one of the most important considerations is the unique experiences of the individual. Each person in the family has experiences different from other members of that group.

V. PERSONALITY DIAGRAM

Personality may be considered as a hub of a wagon wheel. The spokes extending from the hub point to factors that shape personality.



VI. VISIBLE CHARACTERISTICS OF PERSONALITY

Perhaps a better definition of personality can be reached by getting away from a one-sentence definition. One should analyze the apparent traits of a person as expressed through his personality.

A. People consider personal appearance in assessing personality. This is not to infer that attractiveness of physical features adds to one's personality, but rather that the inner personality is reflected through facial expressions and general appearance of the person.

B. Manner of dress reflects personality. Choice of clothing and attention to cleanliness relates one's personal characteristics and attitudes to other people.

C. Speech is the vocal interpretation of personality. It is through conversation that others gain insight into personality.

D. Emotional reactions tell others something concerning personality. The degree to which one controls his emotional behavior affects his relationships with other people.

E. The manner in which one walks presents another facet of his personality.

F. Use of one's intellectual ability is important to personality evaluation. Misuse of intelligence may endanger a healthy personality.

G. Philosophy of life includes personal ethics and morality and has serious implications for personality development.

H. The choice of leisure activities is an important factor in the development of personality.

VII. PERSONALITY AND EMOTIONS

A. All men share five basic emotions: anger, joy, grief, love, and fear.

B. In the development of a positive personality, one should recognize certain standards for the proper expression of emotions.

   1. One should strive to maintain proper control of emotions. When a person loses control of his emotions, he necessarily loses control of the situation, admits defeat, and weakens himself.

   2. One should learn to release tension and pressure through strenuous activities.

   3. In an effort to become a mature person, one should accept mistakes and put away the childish tendency of blaming the situation on someone else.

4. One should concentrate on keeping emotional reactions in tune with time and place. Learn to cheer for a touchdown and recognize the need for the quiet, conservative approach to business activities.

VIII. PERSONALITY IMPROVEMENT

After recognizing the various forces affecting one's personality development, a person should consider ways of improving personality.

A. The first step in personality improvement might be a self-inventory of traits and characteristics. This inventory will lead to a better understanding of oneself and will give the individual a basis for improvement.

B. After he realizes the need for improvement, an individual should be motivated to take action. A person should clearly desire to improve his personality before attempting this change.

C. A systematic plan is needed to develop an improved personality.

1. The extrovert is a person who is more interested in what he sees about him and what he does, than in what he thinks or imagines. This person may need to temper his extroverted behavior to develop a more satisfactory personality.

   a. An extrovert should develop habits of restraint in conversation and give others an opportunity to talk.

   b. One might develop activities that do not involve others and spend time in quiet work.

   c. One should learn that being the life of the party is not always the best measure of acceptability and success.

   d. Reading is an activity that is helpful in developing a well-rounded personality.

   e. The extrovert should concentrate on giving fewer opinions in discussions.

   f. In listening carefully to others, the extrovert will find there is much to be learned in the world.

2. The introvert is more concerned with thoughts and dreams than in action or the world about him. The development of a more outgoing personality is desirable for the introvert and may be achieved through effort.

   a. The introvert should develop interests that involve association with people. Competitive sports, by necessity, involve people and an interchange of ideas with others.

   b. A person should force himself to enter group discussions at social gatherings and contribute to the conversation.

c. By joining organizations and clubs, the introvert becomes a part of the group and learns to accept new friends.

d. The introvert should develop certain skills or hobbies that will bring personal satisfaction and recognition.

e. Reading material based upon social attitudes and manners will lead to a significant increase in confidence.

3. A submissive person is one that yields to the wishes or opinions of others. The submissive person lacks individuality and strength.

a. The submissive individual should spend a great deal of time establishing a certain set of ethics and standards for behavior.

b. If he recognizes a threat to these moral and ethical standards, a person should develop the habit of defending principles of fairness.

c. Through the development of personal interests and abilities, the submissive person will receive the rewards for individualism and recognition.

d. The practice of lifting the head physically and looking others in the eye is a good habit for the submissive person to acquire.

e. The submissive individual needs to constantly remind himself that he has abilities comparable to the abilities of others.

f. By reading books and material on various subjects, the submissive person is able to gain more information upon which to develop standards for opinions and behavior.

4. A dominant person attempts to make decisions for others and impose his views on other people.

a. The dominant person should try to be more unselfish and consider the feelings of others. One should think in terms of other people and respect their rights, ideas, and desires.

b. A dominant person should practice listening skills by giving others the opportunity to express themselves and speak freely in a conversation.

c. One should remember that an argument with others is not the best way to build friendship. A dominant person often may be right in his thinking but wrong in his manner of expressing his ideas.

d. One should consider his insignificance in relation to other people. An individual is one of 3,000,000,000 people in the world. One is important enough to be considered but never superior enough to dominate others.

e. The dominant person should observe popular and successful people in order to better understand personality development.

D. Dale Carnegie, author of How To Win Friends and Influence People, gives six simple rules to remember in developing a successful personality.

"1. Become genuinely interested in other people.
2. Smile.
3. Remember that a man's name is to him the sweetest and most important sound in the English language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other man's interests.
6. Make the other person feel important -- and do it sincerely."

E. There are several things an individual should consider in making friends with others.

1. Friendliness is very important in our daily lives. Friendliness is the act of showing respect and affection to others.

2. A sympathetic and gracious individual is said to be kind. Kindness is an important characteristic.

3. Thoughtfulness is necessary for a good personality. To consider the feelings of others is one secret to success.

4. Almost everyone knows the importance of a sense of humor. A person should be able to laugh at himself and enjoy life fully.

5. Diplomacy is important in society. One should practice thinking about the good in others and treating others with a tactful disposition. An inconsiderate remark may irritate or embarrass other people.

6. Gossip is the root of many personality problems. Idle tattling is a definition of the practice of gossiping. It is a serious personality handicap.

F. Everyone can have good friends.

1. Generally, one should be agreeable in his association with others.

2. An individual should let other people do things for him, and he, in turn, should do things for others. Friends become closer if they feel they have been helpful to each other.

3. One should try to make his friends feel important.

4. An individual should be sympathetic to his friends when they fail in life. People often fail in daily activities and need the support and help of others.

5. A person should be interested in the life and well-being of his friends. Anyone feels pleased to think others are personally interested in him.

6. Criticism has little place in a friendship. If a person is highly critical of an individual, he should find a friend elsewhere.

7. Jealousy is a deadly ingredient in a friendship. Jealous people are insecure and envious of the success of others. This trait is poison to a personality and destroys the character and respectability of an individual.

8. The conversations of an individual are extremely important. One should learn to be silent at times.

    a. It is important to be quiet when a remark may embarrass or irritate others.

    b. One should not repeat something that has been told in confidence.

    c. A person should be quiet when friends want to pour out their troubles.

    d. One should be quiet when another person annoys him.

IX. VALUES OF PERSONALITY IMPROVEMENT

A good personality leads to a successful and rewarding life. There are many specific examples of successful personalities contributing to outstanding personal lives.

A. Personality is very important in getting along with the family. The same principles apply to the home that apply to our attitudes in any situation. A person should be:

1. helpful and considerate of the feelings of others.

2. outgoing and loving toward brothers, sisters, and parents.

3. a loyal member and supporter of the family.

4. a good example for younger brothers and sisters.

B. Success in school is dependent upon good personality traits.

C. A good personality contributes to friendship and makes others respect and admire the qualities of an individual.

D. Business life requires good attitudes and personalities for most positions. Many people who can't get along with others are unsuccessful on the job.

X. PERSONALITY AND VOCATIONS

Employers stress the importance of personality in the business world. There are many places where the type of personality determines the success of the task to be accomplished.

A. Today, our business world conducts many of its business activities over the telephone. A person should develop a pleasing voice and project a cordial personality when using the telephone.

B. In working with other people on assigned projects, everyone should be conscious of his personality traits and those of other people. A group plagued with personality conflicts will find it difficult to accomplish goals effectively.

C. In working with people daily, one often forgets the importance of personality. Sometimes people begin to forget the consideration of others in the office or shop. This personality letdown can be a threat to one's job.

D. The attitude of an individual toward employers and co-workers is very important. A person with a sound personality is loyal, helpful, and understanding of the role of others on the job.

E. The successful employee is very conscious of his conversation and is not a participant in gossip and extreme criticism of others.

F. The successful personality is illustrated by the individual that is interested in helping others, conscious of the feelings of others, aware of individual personality characteristics, and the methods of overlooking defects in others.

G. On the job, poor dress and uncleanliness point to personality weaknesses.

H. The attitudes in one's personality are important. They may be grouped as attitudes toward:

1. honesty
2. customers
3. fellow workers
4. the boss
5. the company
6. people in lower or higher positions
7. personalities of others
8. the time clock
9. responsibility
10. punctuality
11. ambition
12. company property
13. personal appearance
14. cleanliness

XI. SUGGESTED ACTIVITIES

A. Play tape recordings giving various character descriptions. Ask the group to analyze the personality of each character and give suggestions for improvement.

1. Jim is a very quiet and shy person. He enjoys staying at home alone in the evening. Jim does not participate in group activities and does not volunteer for duties in school. When the teacher asks him a question, Jim freezes in his chair and does not answer. Jim really loves football and watches it all winter on television. Jim enjoys reading silently in the library and selects a seat in the rear corner.

   Jim does not care about his appearance very much. He wears his shirt loose and doesn't bother to change his socks regularly. He doesn't wash his neck, elbows, and feet well because they don't show.

   a. How would you describe Jim's personality problems?

   b. What would improve Jim's personality?

   c. What are some good points that you have learned about this boy?

   d. Do you think Jim will get along well with the people at school?

2. Willie Mae is full of enthusiasm and is considered the life of the party. She has a very loud voice and laughs all the time. Willie Mae loves to be with people. In fact, she cannot stand to be alone and she becomes very blue if others are not with her at all times. Willie Mae has very definite opinions and she lets everyone know about them. Willie Mae calls her friends every night and talks on the telephone for hours and tells everyone the latest gossip. Willie Mae has three good friends; one is her cousin, one is a neighbor, and one is an elderly woman in the apartment upstairs. Whenever Willie Mae gets discouraged, she goes to the old woman to talk.

   a. Is Willie Mae a happy girl?

   b. What is her biggest personality fault?

   c. How would you suggest she could improve her personality?

   d. Would you want Willie Mae for a friend?

   e. Why, or why not?

   f. Why do you think Willie Mae has only three friends?

3. Paul is a very strong boy and he knows it. He is bigger than most of the boys in the eleventh grade and he loves to fight. Paul is considered the toughest guy in school. He has cleaned up everybody who gives him any lip. Last week, Paul sent an eighth grader to the doctor's office with a broken jaw during a fight. He isn't very good at school work. His grades are poor. Paul roams the streets at night, stopping to take a smoke in front of the package store. He helps out at the corner grocery store as a stock boy and he weighs and prices all the meat. The store owner is amazed at the speed at which Paul adds figures in his head.

   a. What do you think is the most important thing in life to Paul?

   b. Is Paul intelligent?

   c. Does he use his head?

   d. What do you think will happen to Paul?

4. Anna Lee makes average grades in school. She likes to be around people but sometimes she would rather be alone. Her friends like her very much and she was voted secretary of the class last month. Anna Lee doesn't like to criticize people and looks for the good in everyone. She has made it a policy not to talk about anyone even to her closest friends. She enjoys stories told by other people and is interested in what other people are doing.

   Anna Lee is always smiling. When other people criticize her, she doesn't let it bother her. Anna Lee enjoys football games, sewing, reading, television programs, picnics, and clubs. Although she is secretary of the class, Anna Lee campaigned very hard for others in past years for various offices. She refuses to run for secretary of the girls' club at school because her best friend had been nominated and she was elected class secretary the week before.

   a. What makes Anna Lee a popular person?

   b. Would you want her for a friend?

   c. Why, or why not?

   d. What are her best personality points?

   e. Is Anna Lee a pretty girl?

   f. Do you think you could trust Anna Lee?

B. Topics for discussion.

1. Is charm the same as personality?
2. What does personality mean to you?
3. Explain what you think is meant by a "pleasing" personality in women; a "clean-cut" personality in men.
4. List a number of personality traits. After you have prepared a list, place them in the order of importance to you.
5. Can personality be changed overnight? How would you go about changing your personality?
6. Why is personality important in business?
7. Is beauty an important factor in one's personality?
8. What is the difference between a positive personality and a negative personality?
9. What do you think is meant by "telephone personality" in business?
10. Can one improve his personality by watching others about him?
11. What are some personality characteristics that are necessary to get along on the job? Give some personality traits that make it difficult for people to work together.
12. Describe the characteristics of a person with jealousy in his personality. Will this person be successful in life? Why, or why not?
13. Why would personality be important to a secretary? Do you think a refrigerator installation man would have to be pleasant? Why, or why not?
14. Discuss the meaning of tact and diplomacy.
15. Define gossip in your own words. What do you think about gossiping?
16. Discuss the following suggestions for personality improvement on the job:
    a. Look neat.
    b. Combine friendliness with dignity.
    c. Be brief.
    d. Be sincere.
    e. Show self-confidence.
    f. Know your job.
    g. Be agreeable.
    h. Smile.

PERSONALITY CHECK LIST

	Never	Sometimes	Usually	Always
1. I force my opinions on others.				
2. I hurt the feelings of others.				
3. I get discouraged after being criticized by others.				
4. I can overcome discouragement.				
5. I control my temper.				
6. I am interested in other people.				
7. I make excuses for my mistakes.				
8. I am tolerant of all people regardless of race or religion.				
9. I am tolerant of the opinions of others.				
10. I can adjust to situations and be happy.				
11. I consider the feelings of others.				
12. I can accept responsibility and be trustworthy.				
13. I complete everything I start to do.				
14. I think of others in planning a party.				
15. I stand up for what I think is right.				
16. I can laugh at my own mistakes.				
17. I talk about others degradingly.				
18. I can control my emotions.				
19. I enjoy being with people.				
20. I am overly critical of others.				

PERSONALITY CHARACTERISTICS
A CHECK LIST FOR GIRLS

Rate yourself in the following areas:	Superior		In Need of Improvement	
	1	2	3	4
1. Neatness and cleanliness	___	___	___	___
2. Courtesy and manners	___	___	___	___
3. Cheerfulness	___	___	___	___
4. Cooperativeness	___	___	___	___
5. Care of clothing	___	___	___	___
6. Ability to mix socially with others	___	___	___	___
7. Complexion and personal care	___	___	___	___
8. Honesty	___	___	___	___
9. An even temperament	___	___	___	___
10. Trustworthiness and dependability	___	___	___	___
11. Conversational ability	___	___	___	___
12. Unselfish attitude	___	___	___	___
13. Moral standards	___	___	___	___
14. Posture and carriage	___	___	___	___
15. Loyalty	___	___	___	___
16. Health	___	___	___	___
17. Poise	___	___	___	___
18. Naturalness of personality	___	___	___	___
19. Tact and diplomacy	___	___	___	___
20. Broad-mindedness	___	___	___	___
21. Sportsmanship	___	___	___	___
22. High ideals	___	___	___	___
23. Ability to get along with others	___	___	___	___
24. A sense of humor	___	___	___	___
25. Ability to adapt to people and situations	___	___	___	___

PERSONALITY CHARACTERISTICS
A CHECK LIST FOR BOYS

Rate yourself in the following areas:	Superior		In Need of Improvement	
	1	2	3	4
1. Neatness and cleanliness	___	___	___	___
2. Good manners and courtesy	___	___	___	___
3. Cheerfulness and pleasantness	___	___	___	___
4. Ambition to succeed in life	___	___	___	___
5. Honesty	___	___	___	___
6. Good sportsmanship	___	___	___	___
7. A sense of humor	___	___	___	___
8. Use of good language	___	___	___	___
9. Thoughtfulness and consideration	___	___	___	___
10. Good health	___	___	___	___
11. Good posture	___	___	___	___
12. Dependability	___	___	___	___
13. Seriousness of purpose	___	___	___	___
14. Generosity	___	___	___	___
15. Good moral standing	___	___	___	___
16. Ability to get along with others	___	___	___	___
17. A clean mind	___	___	___	___
18. Broad-mindedness	___	___	___	___
19. Ability to adapt to people and situations	___	___	___	___
20. Preparation for a job	___	___	___	___
21. Poise	___	___	___	___
22. An appreciation for athletics	___	___	___	___
23. High ideals and standards	___	___	___	___
24. Truthfulness	___	___	___	___

HABITS THAT HANDICAP AND ATTITUDES THAT ANTAGONIZE

Directions: If the statement is true, underline the word TRUE; if the statement is false, underline the word FALSE.

1. I talk too loud in public. TRUE FALSE
2. I make audible sounds while eating. TRUE FALSE
3. I use profanity. TRUE FALSE
4. I pick my nose. TRUE FALSE
5. I put my feet up on tables and seats. TRUE FALSE
6. I spit in public. TRUE FALSE
7. I sneeze and cough without covering my mouth. TRUE FALSE
8. I remain seated while talking to older people. TRUE FALSE
9. I rush through doors in public without considering others. TRUE FALSE
10. I am egotistical and conceited. TRUE FALSE
11. I am grouchy. TRUE FALSE
12. I believe my opinions are always best. TRUE FALSE
13. I am too temperamental. TRUE FALSE
14. I feel that I am inferior to most people. TRUE FALSE
15. I am narrow-minded and intolerant. TRUE FALSE
16. I am a habitual gossiper. TRUE FALSE
17. I have a habit of failing to do what I promise. TRUE FALSE
18. I am frequently sarcastic. TRUE FALSE
19. I am rude sometimes. TRUE FALSE
20. I talk too much. TRUE FALSE
21. I am dishonest sometimes in little ways. TRUE FALSE
22. I don't talk enough. TRUE FALSE

23. I always think of myself first. TRUE FALSE

24. I am usually lacking in tact. TRUE FALSE

25. I am a poor conversationalist. TRUE FALSE

26. I have no sense of humor. TRUE FALSE

27. I have no ambition in life. TRUE FALSE

28. I always put things off. TRUE FALSE

29. I am unwilling to assume responsibility for my mistakes. TRUE FALSE

30. I interrupt other people's conversations. TRUE FALSE

from How To Improve Your Personality
by Ray Newton

VOCABULARY

- ability
- acceptance
- action
- adapt
- agreeable
- ambition
- antagonize
- appearance
- aptitude
- argument
- attitude
- behavior
- character
- characteristics
- charm
- clean-cut
- conceit
- confidence
- considerate
- control
- conversation
- cooperation
- cope
- criticism
- culture
- daydream
- development
- diplomacy
- disappointment
- dominant
- egotistic
- emotional reaction
- enrich
- enthusiasm
- environment
- ethics
- example
- experience
- extrovert
- friend
- gossip
- heredity
- hobby
- honesty
- human relations
- humor
- ideals
- inferior
- intellectual
- interrupt
- intolerant
- introvert
- jealousy
- job success
- leisure
- listening skills
- loyalty
- manners
- mistake
- morals
- motivation
- needs
- negative
- opinion
- personality
- physical
- physique
- poise
- popular
- positive
- principles
- problem
- promise
- punctuality
- quality
- realistic
- recognition
- reward
- respectability
- response
- responsibility
- role
- rude
- sarcastic
- security
- self-inventory
- selfish
- smile
- social
- standard
- submissive
- success
- superior
- tact
- telephone
- temperament
- tension
- traits
- value
- vocational choice

FILMS

Acts of Courtesy

Anger at Work

Are You a Good Citizen?

Are You Popular?

Balance Your Diet for Health and Appearance

Better Use of Leisure Time

Control Your Emotions

Developing Self-Reliance
Developing Your Character
Everyday Courtesy
The Gossip
Growing Up
Heredity and Environment
How Friendly Are You?
How Honest Are You?
How We Cooperate
Improve Your Personality
Learning from Disappointment
Making Friends
Other Fellow's Feelings
The Outsider
Overcoming Worry
Personality and Emotions
Responsibility
Self-Conscious Guy
The Show-Off
Shy Guy
Snap Out of It
The Snob
Social Courtesy
Toward Emotional Maturity
Understand Your Emotions
Understanding Others
Understanding Your Ideals

Ways To Settle Disputes

You and Your Family

You and Your Friends

You're Growing Up

TABLE MANNERS

OBJECTIVES: TABLE MANNERS

To encourage the students to appreciate the importance of table manners

To broaden the students' understanding of table manners

To develop proper eating techniques

To partially prepare the students for a vocation by introducing them to the standards of industry and society for good eating habits

To provide group activities to stimulate interest in table manners

To provide practice sessions giving the students an opportunity for practical applications of good manners

To involve community resources in the instruction of table manners to the students

Table manners are important in business and social life. Good table manners practiced in the home will prepare one for well-mannered behavior at the table in the home and society.

I. There are several considerations of etiquette one should recognize before beginning the meal.

   A. The dinner guest should always be on time for a meal whether formal or informal. The host or hostess should never wait more than twenty minutes for a guest. Being on time is considered a necessary practice of any person. This rule also applies to the daily meals served in the home.

   B. One should always wash his hands thoroughly in preparation for the meal.

   C. When called to the table, the guest should stand behind the chair designated by the host. After waiting until the others are at their places, the individual should be seated at the appropriate time.

   D. If ladies are present, each man should assist the lady on his right with her chair. The man should pull the chair from the table, allow the lady to be seated, and assist her in moving comfortably close to the table.

   E. The knees should be under the table and both feet in front of the chair. It is considered in bad taste to cross your legs under the table or coil the feet around the legs of the chair.

   F. During the entire meal, an individual should observe the hostess for cues concerning the meal. She is the leader for the evening and establishes the pace for others to follow.

II. One should be familiar with the table setting and placement of utensils.

   A. The fork is placed at the left of the plate with the tines up. When several forks are placed in position, one uses the fork farthest from the plate first.

   B. The knife is placed to the right with the sharp edge facing the plate.

   C. The spoons are usually placed to the right of the knife. When more than one spoon is provided, they are usually placed in order, side by side, with the one farthest from the plate being used first.

   D. The water glass is located beyond the knife tip.

   E. The milk glass, iced tea glass, or cup is placed to the right of the water glass.

F. The plate is in the middle of the set-up about an inch from the edge of the table.

G. The bread and butter plate is usually placed at the tip of the dinner fork.

H. The napkin is to the left of the dinner fork.

I. The salad plate is placed to the left of the napkin.

III. There are several principles one should understand in using the knife, fork, and spoon.

A. The fork is considered the most important utensil used at the table.

1. The fork is preferred for everything that can be eaten or cut with a fork.

2. The fork should be used to lift food and should never be used to spear vegetables.

3. In cutting meat, the fork should be held in the left hand with the tines holding the meat in place. The left index finger should extend down the shank of the fork to apply pressure. The knife is held in the right hand and is used to cut one piece of meat at a time. The fork is then placed in the right hand for eating purposes.

4. One should not mix foods on the fork. In this case, one vegetable should be placed on the fork at a time.

5. Place a reasonable amount on the fork in order to avoid spilling food.

6. If a separate fork is provided for the salad, use this fork for the salad only.

7. Cut all soft vegetables and meats with the dinner fork.

8. In using the dinner fork as a cutting device, the utensil should be placed in the right hand with the right index finger extended along the shank of the fork. The left side of the fork should be used and medium pressure should be applied with the hand. If the meat is tough and difficult to cut, use the knife and fork.

9. One should not allow any fork to drop noisily in the plate or salad dish.

B. The spoon is incorrectly used by many people.

1. There is only one correct method of eating from a spoon. One eats from the side of a spoon, lifting the spoon away from himself.

2. Spoons are to be placed on the saucer or plate and are never left in a cup or bowl.

3. When eating with a spoon, place the spoon in the soup or drink and dip away from the body, filling it to about two-thirds capacity.

4. Avoid making sounds with the mouth while eating with a spoon.

5. In using the spoon to eat soup, tip the bowl away from oneself to get any remaining in the bottom. One should never blow on soup to cool it while eating.

C. The knife has only two purposes. It is used to apply spreads and as a cutting tool.

1. One should never use the knife as an eating utensil.

2. The knife should never be used to stir liquids.

3. After using the knife to apply butter to bread, it should be placed on the butter dish next to the plate. At the conclusion of the meal, the knife should be placed in the plate with the other utensils.

IV. Posture at the table is very important in considering table manners.

A. The chair should be moved to a comfortable distance from the table. It should be far enough away for freedom of movement and close enough to allow ease while eating the meal.

B. Rules of good posture apply at the dinner table and contribute to good digestion. The person should sit upright and not lean forward over the plate to eat.

C. The left arm should rest comfortably in the lap. Never rest the left arm on the table.

D. One should avoid abrupt movements that might disturb the contents on the table. If a utensil is dropped from the table, one should not search for it and try to pick it up. One should make a simple apology to the hostess and she will provide a duplicate. The guest should avoid talking about the mistake after the apology. This presents an embarrassing situation to everyone.

E. In considering posture, one should never reach for food. Anyone at the dinner table should request that food be passed to him.

V. There are specific suggestions for using the napkin.

A. Before beginning a meal, the napkin should always be placed in the lap. The large napkin should be half unfolded in the lap while the small or medium napkin is always completely unfolded.

B. The napkin should not be placed in the shirt or blouse or tucked in at the waist.

C. The napkin is used to keep the lips clean and free from food. The napkin should be used after drinking milk or other beverages that can be detected around the lips.

D. Using the napkin for cleanliness, the individual should use the napkin as a blotter, touching it lightly to the mouth.

E. The napkin is used to cover sneezes and coughs that occur unexpectedly at the table. The individual should turn away from the table and completely cover the sneeze or cough. If the sneezing or coughing persists, the guest should excuse himself.

VI. Passing food from guest to guest is an important technique.

A. Dishes containing the main courses of food should be passed to the right.

B. When receiving a dish, one should immediately stop eating and place the fork on the plate. One should take the food nearest him and avoid picking over the food. Once a piece of food has been touched, the person should place it on his plate.

C. When passing a container with a handle, always turn the handle toward the person receiving it.

D. If one wants a particular dish, he should politely ask for the food.

E. A person should eat a little of everything served by the hostess. It is considered impolite to refuse food.

VII. One should practice good manners in eating food.

A. Bread is eaten with grace and style at the dinner table.

1. One should always break off enough bread for one or two bites.

2. Buttering an entire slice of bread is considered poor taste.

3. Bread may be used to push food on the fork when eating vegetables and meat.

B. Potatoes are eaten according to their preparation.

1. The guest should break the baked potato in half with the fingers. It should be eaten with the fork and it is considered acceptable to use the knife to cut the potato.

2. The fingers should be used to eat potato chips.

3. French fried potatoes are always eaten with a fork at the dinner table. The individual should cut the French fry in half with the fork before eating.

C. Corn on the cob, like olives, radishes, celery, bacon, pickles, etc., may be eaten with the fingers.

D. Meats are eaten according to time, place, and type of meat.

1. Chicken is usually eaten with the knife and fork except at informal gatherings. One should never strip the bone clean with the mouth. The joints of the meat should be cut with the knife.

2. Chops and steaks are always cut with the knife and eaten with the fork. One should cut only one piece of meat at a time for each bite.

3. Spaghetti is gracefully eaten with a large spoon and fork. The spoon is placed in the left hand and the fork winds the spaghetti. However, one may cut the spaghetti with the knife and fork into small bits and eat with the fork.

4. Fish is generally eaten by cutting it into pieces with the knife and fork. The bones may be removed from the mouth with the index finger and the thumb. The bones should be deposited on the edge of the dinner plate.

5. Sandwiches should be cut into fourths and eaten with the fingers.

6. Crisp bacon may be eaten with the fingers while fatty bacon should be eaten with the fork.

7. Meat bones should be placed on the edge of the dinner plate.

E. One should be careful in eating the salad.

1. The salad is eaten with the fork.

2. If one is eating head lettuce and unable to cut the salad with the fork, the knife may be used to slice the salad into manageable pieces.

VIII. In taking portions from a serving dish, one should be very careful.

A. The serving spoon on the platter is used to cut or take up a portion of food.

B. The serving fork is provided to assist in placing the portion on the plate.

C. Never pick over food. Take the portion from the serving dish nearest the plate.

IV. One of the most important table graces is the art of dinner conversation.

A. The tone of the dinner should be quiet. One should avoid loud, boisterous talking at the table.

B. Guests should avoid confidential discussions and whispering during the meal.

C. One should not restrict his conversation with only one party at the table.

D. Conversations should not be centered around controversial subjects or squeamish items. Discussions of accidents, illnesses, politics, and operations have no place at the table.

E. Dinner conversations should be pleasant and friendly.

X. Things to avoid

A. One should not:

1. Take big mouthfuls of food.

2. Lean over the plate.

3. Smack the lips while eating.

4. Pick teeth with fingers.

5. Sip soup or cool it by blowing each spoonful.

6. Stack dishes for the hostess at the table.

7. Put a knife in the mouth for any reason.

8. Butter bread without first breaking it.

9. Lick fingers.

10. Talk loudly.

B. One should:

1. Chew food thoroughly.

2. Sit up straight.

3. Keep left elbow and arm off table.

4. Keep mouth closed while eating.

5. Drink and talk only when the mouth is empty.

6. Be friendly and enjoy listening to others.

7. Chew food quietly.

8. Chew food slowly.

9. Follow the cues of the hostess.

10. Be careful.

XI. Foods that may be eaten with the fingers:

	FORMAL	INFORMAL
Olives	____	____
Nuts	____	____
Pickles	____	____
Celery	____	____
Radishes	____	____
Raw vegetables	____	____
Cherries	____	____
Grapes	____	____
Whole strawberries	____	____
Bananas	____	____
Apples	____	____
Pears	____	____
Peaches	____	____
Oranges	____	____
Breads	____	____
Crackers	____	____
Sandwiches	____	____
Candies	____	____
Cookies	____	____
Non-sticky cake	____	____
Dry, crisp bacon	____	____
Potato chips	____	____
Corn on the cob	____	____
Chicken	____	____
French fried potatoes	____	____

XII. Questions for discussion:

A. Should one eat creamed vegetables with a spoon or a fork?

B. Is it correct to spread butter with a fork if no butter knife is provided?

C. Is it proper to place bread on the plate with the hands or with the fork?

D. How is a napkin correctly used?

E. When is the proper time to use a napkin at the table?

F. Should one tip his soup plate in order to obtain the last spoonful?

G. Is it wrong to have bread in one hand while eating with the fork or spoon in the other?

H. Should all the meat on the dinner plate be cut up at one time?

I. What is the proper way to eat a baked potato? French fries?

J. Is it proper to eat bacon with the fingers?

K. In eating a sandwich, should it be broken up before one begins to eat?

L. Is it acceptable to cut head lettuce with a knife?

M. When one has an accident at the table, what is the best thing to do?

N. If one drops a knife or fork on the floor, is it permissible to pick it up?

O. What should one do when a seed or particle of food is lodged between the teeth?

P. When one gets up from the table, is it proper to push the chair back under the table or leave it in a random position?

XIII. Suggested Activities

A. A local restauranteur should be contacted to discuss with the students the importance of etiquette in business and give basic instructions in proper eating habits. The representative should bring a table setting and discuss the various utensils and their correct uses. A discussion of career opportunities and employment standards in the food industry should be conducted with the group.

B. The counselors should conduct group discussions concerning table manners with the students.

C. Students should be encouraged to role play proper and improper eating techniques at a table.

D. Discussions should be centered around various situations the students will face in later life that will require a knowledge of good eating habits.

E. Students should be encouraged to periodically check their knowledge of table manners and eating techniques by completing the exercises in the unit.

F. Emphasis should be placed on good eating habits in the school cafeteria.

G. A bulletin board should be prepared to display good table manners and eating habits.

CHECK LIST OF TABLE MANNERS

		YES	NO
1.	Is the water served from the right?	___	___
2.	Does the honored guest sit to the left of the hostess at all times?	___	___
3.	Do you use a fork to eat a piece of cake?	___	___
4.	Is it proper to eat crackers with soup?	___	___
5.	Is it permissible to mix foods on the plate?	___	___
6.	Do you use your fingers in breaking open a baked potato?	___	___
7.	Is it proper to tuck the napkin in the shirt or blouse?	___	___
8.	Do you break sandwiches with the fingers?	___	___
9.	Are fresh fruits usually eaten with the fingers?	___	___
10.	Is it acceptable to remove fish bones from the mouth with the fingers?	___	___
11.	Is it proper to butter an entire piece of bread at one time?	___	___
12.	After buttering bread with the knife, should the knife be placed on the table beside the plate?	___	___
13.	Is it considered in good taste to cross one's legs under the table?	___	___
14.	All soft meats and vegetables should be cut with the knife and fork.	___	___
15.	Is it proper to crumble crackers in soup?	___	___

TABLE TECHNIQUES

		TRUE	FALSE
1.	"On time" to dinner means two minutes before the meal is to be served.	___	___
2.	It is permissible to unfold the napkin completely covering the lap.	___	___
3.	You should wait until the hostess begins eating before you start.	___	___
4.	A goblet is a dish.	___	___
5.	The hostess tells the guests where to sit if place cards are not used.	___	___
6.	You should use the silverware in order of its arrangement, beginning at the inside and working toward the outside.	___	___
7.	After finishing a serving of soup, the spoon should be left in the bowl with the handle pointing to the center of the table.	___	___
8.	It is acceptable to dip the tip of the napkin in the water glass to clean the face after eating.	___	___
9.	If a guest drops a fork, he should excuse himself and reach under the table to pick it up.	___	___
10.	It is acceptable today to rest the left arm on the table while eating.	___	___
11.	The right, outer rim of the dinner plate is a proper place for the knife when not in use.	___	___
12.	One should take a few sips of water at a time rather than drinking until satisfied.	___	___
13.	It is permissible to talk with food in the mouth if a person is very careful.	___	___
14.	It is acceptable to drink iced tea with food in the mouth.	___	___
15.	It is considered a helpful gesture when a guest stacks the dishes for the hostess after finishing each course.	___	___

DISCUSSION TOPICS

ROGUE'S GALLERY OF EATING

1. TACKER THE STACKER

Description: Tacker the Stacker may be found in most any restaurant or home. He has a compulsive desire to stack dishes as he finishes a course during a dinner. Tacker the Stacker delights in making neat stacks of dishes on the dinner table.

Correction: Tacker should be informed of his uncouth activities through a study of manners. Tacker should leave the plates alone on the table while eating and allow the hostess to provide for their removal.

2. DON THE DUNKER

Description: Don the Dunker enjoys sloshing his donuts around the coffee cup before eating. Don the Dunker is at his finest at the breakfast table dunking his Danish pasteries or donuts in milk, coffee, or cream. Don the Dunker also enjoys mopping his plate with toast to get that last bit of egg.

Correction: Don should never use beverages and pasteries for dunking purposes.

3. HAROLD THE HOWLER

Description: Harold the Howler was last seen at a large dinner party. He loves to laugh at the top of his voice at most any funny incident. He enjoys talking loud enough to be heard by everyone in the room.

Correction: Harold should remember dinner should be a quiet, peaceful time.

4. SARAH THE SMACKER

Description: Sarah the Smacker is the rage of all dinner parties. She puts people in a rage. Sarah the Smacker makes a sound with every bite of food. Talking with food in her mouth is another favorite activity of Sarah the Smacker.

Correction: Sarah should keep her mouth closed when eating, avoid making sounds with her lips, and never talk with food in her mouth.

5. MELVIN THE MIXER

Description: Melvin the Mixer loves to stir his food at the table. Melvin the Mixer especially enjoys mashed peas, apple sauce, and cooked carrots. Melvin the Mixer believes in eating everything mixed together.

Correction: Melvin should remember people that mix food at the table do not mix well with friends.

6. PAUL THE PICKER

Description: Paul the Picker really enjoys eating in good restaurants. He keeps his elbows in their proper place, converses easily with friends, and is generally well-liked. However, Paul exposes his bad habit at the end of a meal. Paul the Picker loves to pick his teeth at the table.

Correction: Paul should remember people that pick their teeth at the table have difficulty in picking lasting friends.

7. SAM THE SUPPER

Description: Sam the Supper loves soup. He thoroughly enjoys eating a bowl of hot soup or chili and everyone at the table can hear him supping. The art of soup supping is achieved by bending the head to a position ten inches above the bowl of soup. The spoon is the utensil that keeps a constant flow of soup from the bowl to Sam the Supper's mouth amid a background of supping noises.

Correction: Sam should remember: He who suppeth soup loseth friends.

8. CHERYL THE CHOMPER

Description: Cheryl the Chomper is another audible eater. Cheryl digs into celery and carrots chomping and munching each bite with delight. Cheryl does not realize eating sounds are distasteful at the table.

Correction: Cheryl should remember crisp foods should be eaten as quietly as possible.

9. LILLIE THE LEANER

Description: Lillie the Leaner is a very quiet and kind person. Lillie would not do anything to harm anyone or anything. She is very particular about her table manners and would not sup her soup or crunch her crackers, but Lillie is a leaner. She bows very close to the table with each bite of food.

Correction: Lillie should remember posture reflects personality and poise at the table.

10. CLARENCE THE CLUMSY

Description: Clarence the Clumsy usually wears long sleeve shirts because they are easy to drag through the mashed potatoes. Clarence is very quick in his movements and does not watch what he is doing. Iced tea glasses are his downfall. He douses the table regularly with cold tea. In mopping up the spilled beverage, Clarence usually rakes a dish off the table with the mop handle.

Correction: Clarence's chums do not cherish him as a dinner guest.

VOCABULARY

- apology
- appreciation
- au gratin
- beverage
- bouillon
- breakfast
- brunch
- business
- canape
- careful
- cleanliness
- comfortable
- consider
- consomme'
- controversial
- conversation
- cue
- dinner
- dunk
- duplicate
- elbow
- embarrass
- entree
- filet
- formal
- grilled
- hors d'oeuvres
- hostess
- incorrect
- informal
- instruction
- lunch
- manners
- minestrone
- mistake
- parfait
- polite
- posture
- pottage
- practical
- preparation
- prompt
- punctual
- puree'
- ravioli
- request
- resource
- saute'
- shank
- smorgasbord
- society
- spaghetti
- stimulate
- supper
- technique
- tines
- utensils
- vegetables

FILMS

A Date for Dinner

Are Manners Important?

Arranging the Buffet Supper

The Crystal Touch

Dinner Party

Good Table Manners

Manners for Young Moderns - Part I

Manners for Young Moderns - Part II

Manners Mean More Fun

Your Table Manners

Wardrobe

STUDYING OCCUPATIONS

OBJECTIVES: STUDYING OCCUPATIONS

To familiarize students with the world of work

To stimulate interest in preparing for careers

To study jobs and the various skills required

To aid students in learning about specific jobs of interest to them

To develop healthy attitudes toward work in a competitive environment

To help students to explore careers according to their own abilities, aptitudes, interests, likes, and dislikes

To identify major employment opportunities in the community

To provide sources of information about occupations, how to choose an occupation, how to find and apply for a job

To acquaint the students with the terminology related to specific occupations

PREPARATION TODAY WILL MAKE A BETTER TOMORROW

Vocational education is any kind of training for useful employment. Knowledge, skill, and training often make up a country's greatest resource.

In prehistoric times, parents and elders taught children all the skills they needed for everyday life. A custom of apprenticeship began in ancient times. An apprenticeship served for a period of time with a skilled worker. The novice was taught an art or trade. This apprenticeship provided practical experience in job training. The Industrial Revolution marked the decline of apprenticeship.

Today, vocational guidance, an important phase of a student's education, includes a wide range of activities that are intended to help people be successful and happy at their work. Most of these activities are directed toward helping a person make wise occupational choices, but they also include the steps necessary to prepare for, enter upon, and make progress in a job including the social and personal aspects.

A person considering a career must know, in general, what he wants from life. The job, or sequence of jobs, he holds will affect his happiness and influence the lives of people around him.

Choosing a vocation is one of the most importent and difficult decisions a person must face in his entire life.

For a job to provide satisfaction, it must give the rewards a person wants. Some persons want to be looked up to, others want a large salary, others get satisfaction from a job well done, while others seek outlets for special talents.

Finding a satisfactory job does not just happen. Each person has the responsibility of planning his own future and taking steps to make sure that he reaches his goal. To plan wisely, he must use every tool available that can help him see more clearly both what he can and what he cannot achieve. Knowing how to choose a job wisely can help make the hours spent at work much more pleasant and profitable.

Every person has a variety of specific abilities and traits that combine to make him a certain kind of person. Persons differ because of their varying interests, skills, abilities, personalities, and handicaps.

It is fortunate that we are not all alike in our abilities and interests. The jobs to be done in this world cover a wide range of working conditions and requirements for employment.

Tests, school achievement, leisure time activities, part time jobs, and conferences with your counselor are but a few of the ways you can find out more about yourself.

Much thought should be given to the future and its possibilities. This unit will help you find out more about the jobs that interest you and what preparations you must make to be ready for the future.

To plan your selection of a suitable job most efficiently, be sure that you do these things:

Determine what work interests you most.

Determine the things you can do best.

List the jobs which require your major interests.

Check job trends and employment possibilities.

Plan your training to qualify for your interest.

Map out a job hunting plan.

Find out about other jobs requiring similar interests and skills.

Know which persons are available to help you decide what you want to do, and how to do it.

To select the best kind of work, you should ask yourself questions:

How can I find out what I like to do?

How can I discover the skills and abilities I possess?

What must a job offer to make me happy?

What help can my parents, my school, and my community give me in making my choice of a job?

How do I discover the jobs in which my interests and abilities will be most useful?

What kind of training will I need for the job I would like to get, and what are my chances for getting the job I seek?

Where can I find the job once I am trained?

What are the problems I must face to be promoted?

If my present job should no longer be available, how can I find another for which I might be qualified and like?

Employers hope to find employees who have certain characteristics:

Ability

Dependability

Reliability

Initiative

Good attendance

Efficiency

Loyalty

Cheerfulness

Helpfulness

Unselfishness

Perseverance

You should use a number of the following sources for job leads:

Go to your local State Employment Office.

Go to your relatives, friends, and neighbors.

Go to your high school or college.

Go to the want ads in the newspaper.

Go to the classified telephone or industrial directories.

Go to non-profit employment agencies.

To have a successful job interview, you should follow certain guide points:

Stress your qualifications for the job and your interest in it.

Avoid mention of your personal, domestic, and financial problems. Discuss only matters related to the job.

Be businesslike and brief.

Give the information asked for. Let the employer take the lead in the conversation.

Pick up clues given you by the employer's questions or statements and use them to convince him that you fit his requirements.

Have all necessary papers ready:

Social Security card

Proof of age

Working papers

Summary of work experience

References

Ask for specific jobs rather than say, "I'll take anything."

Be flexible and willing, but indicate preferences.

Be realistic in discussing wages.

Do not be discouraged if the employer does not hire you.

Applicants sometimes fail to get the jobs they seek because:

Their appearance is not suitable for the work they are seeking.

The wages asked are unrealistic.

They lack sufficient training for the work.

They have an unbusinesslike attitude or behavior.

They ask too many questions about the job, giving the impression of reluctance to do the work.

They show extreme nervousness.

They have an unfriendly manner.

They fail to show up for an interview at the appointed time.

They take a second person, friend, or relative with them when looking for the job.

Many applicants are successful in securing a job but some lose their jobs rapidly and frequently. Repeated studies show that more workers lose their jobs due to poor character qualities than to the lack of skill. Some of the qualities found most objectional are:

Carelessness

Unwillingness to follow rules

Laziness

Absence or tardiness without cause

Troublemaking

Too much attention to outside interests

Lack of initiative

Too little or too much ambition

Disloyalty

Irresponsibility

Lack of adaptability

Misrepresentation

SUGGESTED ACTIVITIES

Activity A. Discuss the important factors for preparing a good letter of application.

Activity B. Have each student check his Score in Preparing a Letter of Application.

HOW DO YOU SCORE IN PREPARING A LETTER OF APPLICATION?

Directions: Place an X before the eight items that you think are important in preparing a good letter of application. Double check the four you consider most important.

_____ 1. Enclose a photograph.

_____ 2. Enclose recommendations.

_____ 3. Use social stationery.

_____ 4. State salary desired.

_____ 5. Give references.

_____ 6. State whether single or married.

_____ 7. Write at least an eight-page letter.

_____ 8. Name your six closest friends.

_____ 9. State whether or not you have been arrested.

_____ 10. State whether or not you have a bank account.

_____ 11. State your weight and height.

_____ 12. Type your signature.

_____ 13. Type application.

_____ 14. State age.

_____ 15. State religion.

_____ 16. Boast about your ability and character.

_____ 17. State whether or not you have ever been fired.

_____ 18. Write on one side of the paper only.

_____ 19. Enclose a stamp or stamped envelope.

_____ 20. State your education.

_____ 21. Underrate yourself.

_____ 22. State everything you can do.

Activity C. Have the students write a letter of application. Using the overhead projector, discuss the strengths and weaknesses of each application.

Activity D. Discuss the importance of carefully completing an Application for Employment and Job Placement. Have each student complete the application form.

APPLICATION FOR EMPLOYMENT SERVICE COUNSELING AND JOB PLACEMENT

Please print plainly.

Name of Employer (Latest Job First)		Name job and tell what you did
Address		
Dates Worked From: To:	Rate of Pay	How did you like this work?
Name of Employer		Name job and tell what you did
Address		
Dates Worked From: To:	Rate of Pay	How did you like this work?
Describe any other work experience whether you were paid or not.		
Extracurricular activities, student body and class offices held, club activities.		What kinds of work have you thought of doing eventually?
Hobbies and spare time activities		What careers have other persons suggested for you?

Last Name First Middle

Address

City Zone

Male ______
Female ____
Single ____
Married ____

Social Security Number Telephone Number

Father's Name Occupation

Mother's Name Occupation

Date of Birth	Height	Weight	Name of Your High School	Grade Completed

Date of Graduation

Date Available for Work

Enter number of years you will have in each subject:

____Mathematics
____English
____History
____Social Studies
____Sciences
____Typing
____Shorthand
____Bookkeeping
____Industrial Arts
____Homemaking
____Music
____DCT
Others:
____ ________
____ ________
____ ________

Do you plan to attend college next school year? _____
Do you plan to enter the armed services? _____
Part time work? _____
Hours available __________

List any other training and all machines you can operate

Best liked high school subjects

Least liked high school subjects

Describe any physical disability

Do you have use of a car for work? _____ Other transportation? _____
Do you have a driver's license? _____
Chauffeur's license? _____
Do you plan to attend business school next school year? _____
Do you want permanent work? _______
Summer work only? _____
Is job already arranged for you after graduation? _____

Activity E. Invite a resource person to discuss the application form from the viewpoint of an employer.

Activity F. Discuss the job interview. Use the information: Will You Score High or Low in a Job Interview?

WILL YOU SCORE HIGH OR LOW IN A JOB INTERVIEW?

When you hear about a job opening, why can't you just pick up a telephone and say you will take it? Here's why:

> Between the time that a job is vacant and filled, the employer talks with a number of people who want the job. He wants to find out who is best suited for the job. So, he holds interviews.
>
> The interview lets the employer see if you are right for the job. It also lets you see if the job is right for you.
>
> The interview is important, but nothing to be afraid of once you know what is expected of you. Know what the employer expects. Learn these simple rules:

1. Be neat and clean. Hands and nails should be clean; hair should be combed; shoes should be polished. A boy should be clean shaven. A girl should use little make-up and perfume, and she should wear a simple hair style.
2. Dress simply. A boy should wear a suit, tie, and white shirt (no sports clothes). A girl should wear a plain dress, suit, or blouse and skirt (nothing too bright, too tight, or too fancy).
3. Be equipped. Take a pen and your Social Security card. In case you are asked to prove your age, take your working papers and your birth certificate or driver's license. Take your school and previous work records. Take the names and addresses of three people (not relatives) who have said you could use their names for references.
4. Go alone. If you go in a group, the interviewer may think you cannot stand on your own. Besides, he may hire your pal instead of you.
5. Be ten minutes early. This tells the interviewer that you would probably be prompt on the job. It also gives you a few minutes to relax before the interview.
6. Be courteous. Boys should not wear hats indoors. Girls should not fix their hair or make-up in public. Do not smoke and do not chew gum.
7. Be polite and respectful. Call the interviewer "Mr. ____," or "Sir." Do not call him "man," or "Buddy," or "my friend." When the interview is over, thank him for his time. Do not use slang expressions like "split," "dig," or "cool."
8. Sit up straight. Keep both feet on the floor. Do not slump in your chair or lean on the interviewer's desk. Look directly at the interviewer. Listen to him carefully.

9. *Be positive.* Do not say, "You don't have any jobs, do you?" Do not talk about your personal problems. The interviewer wants to know what you *want* to do and what you *can* do.

10. *Let the interviewer take the lead.* Answer his questions. He is not trying to pry into your life or make it difficult for you. He needs certain information. Give brief, definite answers.

11. *Show that you really want the job.* Tell what things might qualify you for the job (school subjects, activities, work experience, etc.).

12. *Know the questions you want to ask.* Do you want to know about salary, hours, where you will be working, vacation, medical insurance? Find out what you would learn on the job and about the possibilities of promotion in the future.

13. *Ask the interviewer what you should do next.* Should you call him back? Should you wait to hear from him? If he says you will not get this particular job, ask about other jobs that might be available in the future.

Activity G. Complete the following check list:

CHECK LIST OF DRESS FOR THE INTERVIEW

	YES	NO
HAIR		
Neatly combed or brushed	—	—
Clean and neat	—	—
Cut and trimmed	—	—
FACE		
Clean shaven	—	—
Washed clean	—	—
HANDS		
Fingernails trimmed	—	—
Fingernails cleaned	—	—
Hands washed thoroughly	—	—
BODY		
Clean and bathed	—	—

	YES	NO
BODY		
Deodorant used	___	___
UNDERCLOTHING		
Fresh and clean	___	___
Changed regularly	___	___
CLOTHING		
Pressed	___	___
Clean	___	___
Brushed	___	___
Necktie free of spots	___	___
Extravagant costume jewelry eliminated	___	___
Patterns of clothes match	___	___
Colors used in good taste	___	___
TEETH		
Clean	___	___
Pleasant breath	___	___

Activity H. Discuss job security. Complete the following check list:

WILL YOU PROTECT YOUR JOB SECURITY?

Directions: Place an X before the things one should do to hold a position. Double check the six you consider most important. Be prepared to give a reason for each selection.

______ 1. Be punctual.

______ 2. Take advice but do your own deciding.

______ 3. Learn to take criticism.

______ 4. Be honest and reliable.

______ 5. Expect promotion at once.

______ 6. Observe the golden rule.

______ 7. Be silent when other workers gossip.

______ 8. Take advantage of a privilege.

______ 9. Ask for a raise every three months.

______ 10. Be efficient; let every effort be productive.

______ 11. Be alert; develop initiative.

______ 12. Study your present job.

______ 13. Be energetic; keep fit for work.

______ 14. Prove your ability; do not talk about it.

Activity I. Complete the following statements:

Write five reasons why high school students should study occupations.

1. ____

2. ____

3. ____

4. ____

5. ____

In the spaces below, list five occupations for which women are better fitted than men; five for which they are equally fitted; and five for which women are less fitted than men. Give a reason for each selection.

	Better Fitted	Reason
1.	______________	______________________
2.	______________	______________________
3.	______________	______________________
4.	______________	______________________
5.	______________	______________________

	Equally Fitted	Reason
1.	____________________	____________________________
2.	____________________	____________________________
3.	____________________	____________________________
4.	____________________	____________________________
5.	____________________	____________________________

	Less Fitted	Reason
1.	____________________	____________________________
2.	____________________	____________________________
3.	____________________	____________________________
4.	____________________	____________________________
5.	____________________	____________________________

List ten important things one should know about a vocation.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Check each of the following factors which should guide one in the choice of a vocation. Give a reason for each selection.

Factor	Reason
1. Abilities	
2. Sustained and deep-centered interests	
3. Birthplace	
4. Height and weight	
5. Latent talents and aptitudes	
6. Place of residence	
7. Salable personality traits	
8. Physical handicaps	
9. Mental handicaps	
10. Opportunities for employment	
11. Family tradition	
12. Social prestige	
13. Value of occupation to society	

Discuss each of the following topics in detail:

1. Dangerous occupations
2. The unskilled worker
3. The dignity of work
4. Characteristics of a good job
5. "Blind Alley" jobs
6. Abilities vs aptitudes
7. The danger of mediocrity
8. The values of hobbies
9. Unusual occupations
10. How to use the occupational dictionary

11. Women in the occupational world

12. Occupational fallacies and misconceptions

13. False ideas about work in the city

14. Profitable ways of spending one's leisure time

15. The disadvantages of specializing too early in life

16. Ways and means of obtaining occupational information

17. The value of vocational tryouts

Activity J. Each student should choose three occupations for a depth study. Use the following guidelines for each choice:

Job Title ____________________________

1. What service does the worker in this job perform?

2. What is the nature of the work? Be specific.

3. What type of future does the job offer?

4. Is there a demand for workers? Will the demand continue or decline?

5. What are the age limits for the job? Is there a minimum or maximum age limit?

6. Is the job mostly for men or for women? Are there equal opportunities for both?

7. What physical requirements are necessary? For example: vision, hearing, etc.

8. What aptitudes and interests are required for the job?

9. What special tools or equipment are necessary? Are these supplied by the worker?

10. What are the legal requirements? Does the worker need a diploma, degree, special license, etc.?

11. Is it necessary for the worker to belong to a union? If so, how can one join?

12. Is there any evidence that unions, employers, or training centers discriminate against Negroes, Jews, or others?

13. What preparation is required for the job?

14. What kind of high school program would be helpful? Is college training necessary? What is the cost of this training?

15. What kind of previous experience is necessary or helpful?

16. What is required for getting the job? Test? Interviews?

Applications? Employment Agencies?

17. What are the opportunities for advancement?

18. What is the salary?

19. What are the advantages of the work?

20. What are the disadvantages?

21. Are any hazards involved?

22. Where can one secure additional information on this occupation?

Activity K. Choose one local industry to complete an Industrial Evaluation Survey:

____________________________________ __________________________

Name of Industry Date

Directions: Survey a company of your choice according to the following criteria: Key: 1. Superior 3. Average 5. Very poor
2. Excellent 4. Poor

	1	2	3	4	5
1. Employment opportunities	___	___	___	___	___
2. Advancement opportunities	___	___	___	___	___
3. Reputation of industry	___	___	___	___	___
4. Reputation of individual company	___	___	___	___	___
5. Growth potential of company	___	___	___	___	___
6. Fringe Benefits:					
A. Hospitalization	___	___	___	___	___
B. Life insurance	___	___	___	___	___
C. Retirement plan	___	___	___	___	___

	1	2	3	4	5
D. Stock plan	___	___	___	___	___
E. Discount	___	___	___	___	___
F. Recreational programs	___	___	___	___	___
G. Sick leave	___	___	___	___	___
H. Vacation pay	___	___	___	___	___
I. Holiday pay	___	___	___	___	___
J. Uniform allowance	___	___	___	___	___
7. Working conditions:					
A. Employee lounge or cafeteria	___	___	___	___	___
B. Pleasant atmosphere	___	___	___	___	___
8. Present employee morale and enthusiasm	___	___	___	___	___
9. Community services of industry	___	___	___	___	___
10. Starting salary	___	___	___	___	___
11. Top salary	___	___	___	___	___

Directions: Complete the following:

12. Educational requirements ________________________________

13. Tools required ________________________________

14. Uniform (specify if needed) ________________________________

15. Physical requirements ________________________________

16. Work requirements (indoor, outdoor, etc.) ________________________________

17. Hours ________________________________

18. Employees paid by the hour, or a salary ________________________________

19. Pay periods (weekly, bi-weekly, monthly) ________________________________

20. Location of work ________________________________

21. Number of employees ________________________________

22. Number of administrators

23. Increments or bonus payments

Comments

Activity L. The following stories introduce the vocabulary of specific occupations of our growing economy. Through diligent study and application, the student should develop a meaningful vocabulary for everyday living and occupational needs.

AFFLUENCE AND SPARERIBS*

One of the most distressing contradictions in our affluent society is the appalling lack of good service -- even though the number of service workers in the country has, for the first time in our history, passed the number of production workers.

It is becoming increasingly harder to find a good carpenter, a reliable plumber, a competent electrician, a skilled craftsman in a dozen different lines. We are not turning out enough of these people because their occupations do not have status in our eyes.

The situation is even more desperate in regard to cooks. The state of public cooking in America is shockingly low. Not one restaurant in fifty even tries to use above mediocrity in its cuisine. Good cooks are hard to get; even bad cooks are hard to get.

In Europe, however, a talented cook has nearly professional status. He is long and carefully trained, usually has a high espirit de corps about his work. A superior cook is looked up to, not down at, as in America.

Another case in point is barbers. The only decent haircuts I have ever had in this country have been at the hands of foreign barbers. The American barber is trained too fast and sloppily; he wields his clippers like a lawn mower and has no concept of the delicate art of shaping hair with a straight razor.

Another critical shortage is in the area of auto mechanics. In this most mechanized country in the world, whose very economical survival depends upon the production and sale of millions of cars a year, our auto owning population is victimized by incompetent help and interminable delays in getting the simplest repairs made.

Americans, by and large, do not want their sons to become cooks and barbers, or auto mechanics, carpenters, or repair men. We are infatuated with the myth of white collar jobs, even though they often pay worse and offer less work satisfaction than a craftsman can obtain.

An even more dangerous consequence of our entrapment in the white collar delusion is our difficulty in recruiting policemen of above average intelligence and character. Not only is the pay low and the risk high, but the social status of the American policeman is far down on the scale.

These are the people we need most, however, even in the computerized society of the future. There is no point in having nineteen appliances in the affluent household, if there is no one to repair them; or the most bountiful food supply in the world, if our cooks barely know a souffle from a sparerib. The affluent civilization seems to be strangling to death on its own unfulfilled demands.

*Article written by Sidney Harris, published in the Miami Herald, October 26, 1965.

Understanding Words. Use a dictionary to write the meaning of the following words as they are used in the article:

1. distress ______________________________
2. contradictions ______________________________
3. affluent ______________________________
4. appalling ______________________________
5. reliable ______________________________
6. competent ______________________________
7. skilled ______________________________
8. status ______________________________
9. mediocrity ______________________________
10. cuisine ______________________________
11. talented ______________________________
12. espirit de corps ______________________________
13. superior ______________________________
14. wields ______________________________
15. concept ______________________________
16. delicate ______________________________

17. critical ____

18. victimized ____

19. incompetent ____

20. interminable ____

21. infatuated ____

22. myth ____

23. craftsman ____

24. consequence ____

25. entrapment ____

26. delusion ____

27. computerized ____

28. appliances ____

29. bountiful ____

30. souffle ____

Reading for Understanding. Complete the following:

1. List the various services that are mentioned in the article.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

2. Name five other services that would not be classified as a professional job.

   a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Explain briefly:

   a. white collar worker ______________________________

   ____

   b. skilled craftsman ______________________________

   ____

MEDICAL SECRETARY

A medical secretary must have command of all the secretarial skills. In addition, she must have a thorough training in basic chemistry, anatomy, physiology and medical terminology, so that she can take dictation of medical histories and records intelligently and be able to transcribe them accurately.

The constant demand for good medical secretaries insures long term, satisfying employment to those who are willing to apply themselves diligently to meet the stringent requirements for this field.

Understanding Words and Meanings. Write the underlined word from the preceding paragraphs which means:

1. done with precision; exact; correct ______________________________
2. industrious; done with careful attention ______________________________
3. the study of organs, cells, tissues in animals and plants __________
4. technical or special terms used in science, business, profession

   ____
5. strictness; severity ______________________________
6. to make certain ______________________________
7. to write a copy of ______________________________

8. the science dealing with animal or plant structure ________________

9. to talk so that another person may write down words ________________

10. an occupation; act of being employed ____________________________

Using Words Effectively. Write a sentence using the following words:

1. training ____

2. dictation ____

3. transcribe ____

4. accurately ____

5. diligently ____

6. stringent ____

7. terminology ____

8. anatomy ____

9. employment ____

10. chemistry ____

Suggested Activity. Write at least five other words that can be used in relation to this career.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

AUTOMOBILE MECHANIC

The young man who is mechanically inclined and who is not afraid to get his hands soiled with grease and dirt will find the job of automobile mechanic very advantageous. It offers steady employment and good pay, especially for good mechanics.

A high school education is required for a job in most large automobile repair companies. A good aptitude in mathematics and general science is helpful in order to understand the basic theories of the automobile engine.

The advances made in automobile construction has made it impractical for automobile owners to make their own repairs. Our modern automobiles require specialists to repair the complex transmissions, electrical systems, power steering mechanisms, and fuel systems.

Cars are here to stay, and they will need expert mechanics to keep them on the road.

Understanding Words and Meanings. Write the underlined word from the preceding paragraphs which means:

1. made up of many parts ______________________________
2. talent; ability; fitness ______________________________
3. a person with a special skill or knowledge ______________
4. part of a vehicle that connects two drive shafts by means of gears

   ____

5. not concerned with realities, not practical ______________
6. having to do with machines; ability to work easily with machinery

   ____________ ________________

7. an explanation that fits the known fact but not yet proved ________
8. having work; occupation ______________________________
9. to oil or lubricate ______________________________
10. favorable; useful; profitable ______________________________

Using Words Effectively. Write a sentence using the following words:

1. mechanic ______________________________
2. transmission ______________________________
3. expert ______________________________
4. electrical system ______________________________
5. aptitude ______________________________

6. grease ____________________

7. impractical ____________________

8. complex ____________________

9. theories ____________________

10. automobile ____________________

Suggested Activity. Write at least five other words that can be used in relation to this career.

Automobile Parts	Tools
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

NURSING

In nursing, as in many fields, the demand for the services of well-qualified young men and young women is greater than the supply.

The increasing need for nurses has been spurred by the population growth, health education programs, and free clinics. In addition, the phenomenal growth of insurance plans makes it possible for more people to afford hospital care.

There are many specialized fields in nursing which add to the professional quality of this field. Of course, the basic study of nursing comes first, specialization next.

The personal qualifications needed in nursing demands a special kind of person. You should be able to work well with other professional groups, have a general liking for people, and to do things that will aid people to lead healthier, happier lives. Kindness and sympathy, diligence, and responsibility are the keys to a successful nursing career.

Understanding Words and Meanings. Write the underlined word from the story which means:

1. done with care; hard working ____________________

2. having to do with the character, conduct of a person ______________

3. having good health ______________

4. obligation ______________

5. concentrate on a particular branch of work ______________

6. extremely unusual ______________

7. fit; competent ______________

8. a place where medical specialists practice as a group ______________

9. having to do with a profession ______________

10. a contract guarding against loss to aid in payment of medical care ______________

Using Words Effectively. Write a sentence using each of the following words:

1. clinic ______________

2. qualified ______________

3. phenomenal ______________

4. insurance ______________

5. specialization ______________

6. personal ______________

7. diligence ______________

8. healthier ______________

9. responsibility ______________

10. professional ______________

Suggested Activity. Write at least five words that can be used in relation to this career.

______________ ______________

______________ ______________

______________ ______________

SERVICE STATION ATTENDANT

A young man who enjoys the outdoors, and does not mind occasional inclement weather, might find the job of a service station attendant an inviting career. It gives the person an opportunity to meet people, to carry on a conversation, and provide a service at the same time.

An attendant has the advantage of learning about new cars, how to service them, and obtain maximum performance for the driver.

The cost of cars today requires the services of a responsible attendant and not one who is unconcerned. Remember, any car that costs from $3,000 to $15,000 needs a very responsible person.

A good service station attendant always will be in demand. Cleanliness and courtesy are two excellent attributes for success.

Understanding Words and Meanings. Write the underlined word from the preceding paragraphs which means:

1. politeness; kindness; respect ______________________
2. a doing or carrying out ______________________
3. serving or helping another ______________________
4. favorable; beneficial ______________________
5. a good chance; time and circumstances that are good for a purpose

   ____

6. reliable; trustworthy ______________________
7. a characteristic ______________________
8. harsh; not mild ______________________
9. once in a while; now and then ______________________
10. informal talk between two or more people ______________________

Using Words Effectively. Write a sentence using each of the following words:

1. advantage ______________________
2. courtesy ______________________
3. performance ______________________

4. attributes ______________________________

5. responsible ______________________________

6. attendant ______________________________

7. occasional ______________________________

8. conversation ______________________________

9. inclement ______________________________

10. opportunity ______________________________

Suggested Activity. Write at least five other words that can be used in relation to this career.

______________________ ______________________

______________________ ______________________

______________________ ______________________

BEAUTY CAREER: FOR MEN AND WOMEN

This career offers splendid opportunities for those who are willing to train at a certified beauty school. This career is for both young men and women who are interested in earnings and a desire to perform personal services.

The beauty operator is a professional person in the field of beauty culture whose knowledge and professional skill will always be in demand. One can become a specialist in any of the dozen fields of beauty culture. Hairstyling is a specialty where many young men qualify and put their creativity to practice. Others might be interested in cosmetic sales, or the possibility of owning a chain of beauty salons.

The opportunities are limitless for the ambitious and the skilled. The demand for this art will not deminish because women want to look their best twelve months of the year.

Beauty is big business. Every working day, nearly five million women in the United States visit a beauty salon. They come in for permanent waves, hair coloring treatments, facials, shampoos, and many other services. These women spend over three billion dollars a year in beauty salons.

Does this career offer opportunities for you?

Understanding Words and Meanings. Write the underlined word from the story which means:

1. a place where women can get beauty services ______________________

2. a cosmetic treatment for the face ______________________________

3. to wash hair ______________________________

4. any preparation to beautify the skin, hair ______________________________

5. a group of retail stores owned by one company or a person ______________

6. having to do with an individual; private ______________________________

7. having a certificate; guaranteed ______________________________

8. a hair wave produced by use of chemicals or heat, and lasting for months ______________________________

9. inventive; original ______________________________

10. one who performs beauty services ______________________________

Using Words Effectively. Write a sentence using the following words:

1. personal ______________________________

2. certified ______________________________

3. creativity ______________________________

4. beauty salon ______________________________

5. facial ______________________________

6. shampoo ______________________________

7. beauty culture ______________________________

8. cosmetics ______________________________

9. permanent wave ______________________________

10. hairstyling ______________________________

Suggested Activity. Write at least five other words that can be used in relation to this career.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

THE BAKING INDUSTRY

If you are wondering what you can do after high school, maybe you should consider the baking industry. It plays a very important part in your everyday life. The baking industry is getting bigger, in fact, it ranks among the nation's top manufacturing industries. It is one of the most stable of the food industries. The baking industry has many advantages and many positions from which to choose. A prime advantage of the baking industry is the fact that it offers year round, steady employment.

Some of the positions offered in this growing industry are mentioned below. If you enjoy using your hands, as well as your mind, you can learn a skilled trade as an all-around baker, or a skilled specialist in the baking process. Do you enjoy meeting people? There are openings for route salesmen and sales supervisors. For the mechanically inclined, there is a need for maintenance and repair of the tremendous amount of machinery and electronic devices that are used in today's modern bakery. The business end of the bakery needs executive, administrative, and managerial specialists. The person who enjoys mathematics should investigate a position in finance, and accounting in relation to this industry. There are many openings in this industry for the person with an inquiring mind and initiative. He will find this a challenging and rewarding experience.

Understanding Words and Meanings. Write the underlined word from the story which means:

1. the science of managing money matters ____________________
2. action of taking the first step or move ____________________
3. to think about in order to understand or decide ____________________
4. one whose work or business is baking bread ____________________
5. setting up and auditing of commercial accounts ____________________
6. ability and aptitude to work with machines ____________________
7. selling products in a specified district ____________________
8. one who specializes in a particular work ____________________
9. any branch of trade, production, or manufacture ____________________
10. of a manager; management ____________________
11. maintaining or being maintained ____________________
12. one who administers or manages affairs ____________________

13. executive; management ______________________________

14. one who oversees, directs ______________________________

15. operating, produced, or done by the action of electrons __________

Using Words Effectively. Write a sentence using each of the following words:

1. maintenance ______________________________

2. industry ______________________________

3. specialist ______________________________

4. supervisor ______________________________

5. manager ______________________________

6. finance ______________________________

7. mechanical ______________________________

8. administrative ______________________________

9. consider ______________________________

10. route ______________________________

Suggested Activity. Write at least five other words that can be used in relation to this career.

______________________ ______________________

______________________ ______________________

______________________ ______________________

SECRETARY

The secretarial position represents one of the fastest growing occupations. It offers satisfying and responsible careers to thousands of high school and college graduates each year. A glance through the classified section of your daily newspaper will confirm the previous statement.

The position of secretary has become a professionally rated position. The employer has become more dependent upon his secretary. You frequently will hear an employer speak of, "My Girl Friday." True, typing and shorthand are basic skills needed, but the duties of the secretary go beyond these two skills. The secretary is an assistant who knows many of the confidential matters of her office and her employer's business dealings. She knows what telephone calls are urgent and need immediate attention. She sits in on conferences, as a trusted witness, when needed. Her manner over the telephone and to visitors sets the mood of the office. The secretary is the daytime hostess rather than just a receptionist.

A secretarial career has many rewards. It affords pleasant working conditions and working hours. The opportunity of meeting many new friends, and contact with men and women is always present in this field.

If a career in secretarial work interests you, then begin planning now. It is not an easy road to follow. Diligent work and practice in the basic business skills now will be very rewarding later on.

Understanding Words and Meanings. Write the underlined word from the story which means:

1. related to business, trade, or job ____________________
2. a system of writing where strokes and symbols are used instead of letters, words, and phrases ____________________
3. acting under another person; a helper ____________________
4. calling for immediate attention; pressing ____________________
5. one who welcomes guests or visitors in an office ____________________
6. one who welcomes guests or visitors in a home ____________________
7. secret; private; trusted with secret matters ____________________
8. a person who hires another for a job ____________________
9. to see something in person ____________________
10. with regard to a position of a secretary ____________________

Using Words Effectively. Write a sentence using each of the following words:

1. secretary ____________________
2. occupation ____________________
3. shorthand ____________________
4. assistant ____________________
5. confidential ____________________

6. employer ______________________________

7. urgent ______________________________

8. witness ______________________________

9. hostess ______________________________

10. receptionist ______________________________

CAREER QUIZ

Complete the sentences by matching the career with the statement. This exercise is to see how well you can relate a function of a profession to its name.

Example: A person who likes numbers and computations might well select a career in ___ mathematics ___.

physical education
nursing
electrical engineer
stewardess
animal study
lawyer
stenographer
public accountant
veterinarian
optometrist
dietitian
surgeon
carpenter
oceanography
clerk

automobile mechanic
dress designer
pharmacy
police
civil engineering
industrial arts
cosmetology
actress
automotive engineer
laboratory technician
interior decorator
recording artist
social worker
military service
government agent

1. To care for those who are ill, bedridden, paralyzed. ______________

2. A young woman interested in air travel, being away from home, and providing a service to passengers. ______________

3. One who likes creating styles in women's clothing. ______________

4. Interest in the field of medicine, chemistry, and providing a service to those of ill health. ______________

5. To protect citizens of a community and promote safety. ____________

6. A young man who enjoys using his aptitude to repair automobiles.

____

7. The sports minded individual concerned with health and exercise of youth. ____________________

8. Road planning, surveying, charting new routes. ___________________

9. Planning power resources, electric design, enjoys mathematics and the sciences. ____________________________

10. Care for animals, study of animal disease, diagnosis, and cure.

____

11. Audits books of industry, good at computing figures, has a great deal of accuracy. ____________________

12. Teach woodworking, and manual arts, and use of power tools.

____

13. Designs high performance and economic models for transportation.

____

14. Provides a service for women in beauty culture and hairstyles.

____

15. A performer in the theatrical arts. ____________________________

16. Typing, shorthand, office work, personable. ______________________

17. Take care of animals, perform operations, help prevent animal disease. _______________________

18. Represents and defends individuals and corporations in court. Gives legal counsel. ______________________

19. Provides service for eye care, corrective lenses for improved sight.

____

20. Technical science work, aids in scientific procedure. ____________

21. A person who treats illnesses by operation, a specialist in specific areas of the body. ____________________

22. One who designs and decorates the interior of homes, buildings, churches. __________________________

23. To plan foods and meals and who knows the effect of different foods upon the body. ___________________________

24. Skilled in the building trade, constructs homes, work relating to woodworking. ______________________________

25. A specialist in individual and community problems, welfare, school truancy, juvenile delinquency. _____________________________________

26. Science research of the sea, ocean life, and ocean plant life.

____

27. Sales personnel working in department stores, and/or office worker in general. ____________________________

28. A performer, recording song specialties. ____________________________

29. A branch of government that protects a country from aggression.

____

30. A person who works in a specialized field for his national government. (Treasury, Internal Revenue, Federal Bureau of Investigation, etc.)

____

VOCABULARY

apprentice
aptitudes
assistant
career
characteristics
demand
discrimination
employee
employer
experience

hazard
interests
management
maximum
minimum
novice
occupation
opportunities
personnel
preparation

public relations
requirements
research
safety
services
skilled worker
skills
technology
theory
trades
trainee
union
vocation

FILMS

Adams, Ansel: Photographer

American Farmer

Approach (Salesmanship)

Aptitudes and Occupations

Automotive Service

The Babysitter

The Baking Industry

A Better Tomorrow

Bill Garman, 12-Year-Old Business Man

Brick and Stone Mason

The Bus Driver

Cameras and Careers

Careers for Girls

Careers in Agriculture

Careers in Bacteriology

Careers in Engineering

Careers in the Building Trades

Dairy Industry

A Day with the F.B.I.

Duties of a Secretary

Earning Money While Going to School

Engineering

Finding the Right Job

Finding Your Life Work

Fire and Police Service

Forestry and Forest Industries

Furniture Craftsman

Getting a Job

Good Place to Work

Harbor Pilot

Heating and Air Conditioning

How To Investigate Vocations

How To Keep a Job

I Want a Job

Jobs in Atomic Energy

Laundering and Dry Cleaning

Machinist and Toolmaker

Music: Career or Hobby

No Limit To Learning

Nursing

Opportunities Unlimited

Painting and Decorating

Personal Qualities for Job Success

Planning Your Career

Prepare Through Education

Should I Go To College?

Your Earning Power

Your Police

Wanted: Skilled Workers

Woodworker

FILMSTRIPS

Career Planning in a Changing World

The Gas Station Attendant

The Job Interview

Learning To Manage Your Money

The Nurses Aid

Putting Your Aptitudes to Work

So You Want To Make a Good Impression

Status Seeking

Stocker in a Supermarket

The Variety Store

The Waitress

What Are Job Families?

What Do You Like to Do?

What Is a Job?

Where People Live and Work

Your Boss Is Proud of You

Your Life of Work